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ABSTRACT

This training manual for preschool teachers explains the philosophy behind several non-sexist teaching techniques and offers concrete suggestions for implementing non-sexist educational practices and concepts in the classroom. Section One provides a rationale for non-sexist preschool education and reviews organized efforts leading to the publication of the manual. Section Two offers general guidelines for conducting workshops. Section Three introduces step-by-step plans for conducting three workshops (one each on preschool curriculum, children's literature, and language) for teachers and other school personnel; it also provides trainers with an explanation of the workshop plans, ideas on how and when to use them, and ways to work with parents. Each workshop plan is followed by a section highlighting some considerations for parent involvement, as well as reproducible task cards and other materials called for in the plan. Section Four suggests practical strategies for creating a non-sexist school environment. In addition, this section highlights ways of refocusing common curriculum topics, such as "Jobs People Do." Section Five includes checklists and other materials for workshop sessions, as well as lists of non-sexist children's books, suggestions for further reading, and other related materials. (Author/RH)

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MAXIMIZING YOUNG CHILDREN'S POTENTIAL

A Non-Sexist Manual for Early Childhood Trainers

ED194198

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Developed by

Project T.R.E.E.

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Contents

SECTION I:
Non-Sexist Education: A New Prescription for a Changing World 1

The Non-Sexist Child Development Project (4)*

Project T.R.E.E. and the Creation of this Manual (5)

About This Training Manual (6)

Can It Make a Difference? (7)

SECTION II:
Making the Most of Workshops 10

Planning (11)
- Objectives • Scheduling
- Timing • Pacing • The Title
- Last-Minute Checklist
- Contingency Plans

Getting Started (15)
- Tuning Into the Group
- Group Composition
- Setting the Tone
- Opening Lines
- Leader's Image
- Ground Rules • Warm-Ups

Winging It (19)
- Lateness • Interruptions
- Non-Talkers
- Monopolizers • Detours

Wrapping Up (22)
- Summarizing • Commitment
- Evaluation

SECTION III:
The Workshops 23

Using the Workshop Plans (24)

How and When to Use Each Workshop (25)

Parent Involvement (25)

Using the Resources (25)

Curriculum Workshop: "The Sooner the Better" (26)
- Introducing Parents to a Non-Sexist Approach • Curriculum Workshop: Materials
- Checklist for a Non-Sexist Classroom • Film Script: *The Sooner the Better*

Note: Page numbers in parentheses indicate where sub-sections begin.

Literature Workshop: Discovering Hidden Messages (44)
Raising Parents' Awareness about Books • Literature Workshop: Materials
Checklist for Evaluating Sexism in Children's Books

Language Workshop: The Power of Words (57)
Parents and Non-Sexist Language • Language Workshop: Materials
Guidelines for Non-Sexist Expression
Every Father Should be a Nursery School Mother at Least Once in His Life

SECTION IV:
Creating a Non-Sexist Environment: Practical Strategies 83

Refocusing Traditional Curriculum Areas (83)
Housekeeping Area
Cooking • Blocks
Outdoor Play
Workbench and Shop

Reevaluating Early Childhood Units of Study (89)
Families • Jobs People Do
The Human Body • Homemaking
Sports

SECTION V:
Resources 98

General Workshop Materials (99)
Last-Minute Checklist
Sugar Cards Warm-up
Follow-Up Checklist

Classroom Materials (105)
Filmstrips • Records
Instructional Aids
Puzzles, Games and Dolls
Magazines

Annotated Bibliography of Non-Sexist Picture Books (109)

Bibliography (114)

Training Resources (118)
Audio-Visual Materials
Educational Programs
Curriculum Centers
Publishers of Non-Sexist Children's Books
Book and Toy Distributors
Training Manuals • Guidelines
Materials for Parents

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Section I

Non-Sexist Education: A New Prescription for a Changing World

"Boys invent things. Girls use what boys invent ... Boys build houses. Girls keep houses" (*I'm Glad I'm a Boy! I'm Glad I'm a Girl!*, Whitney Darrow, Jr., Windmill Books, Simon & Schuster).

"The proper study of mankind is man" (*Essay on Man*, Alexander Pope).

"All right, children, it's time to clean up. Boys, put all the blocks away. Girls, make sure the house corner is tidy."

"Now, now, Mary! Nice little girls don't hit. C'mon, Billy, stop that whining. Big boys don't cry."

1

An excerpt from a preschool picture book. A familiar quote. Teachers' comments to young children. They all reflect common assumptions about sex roles — behaviors, attitudes, and expectations based on whether a human being is male or female.

Boys will be boys and girls will be girls — or will they? Do such sentiments reflect today's world? Is it realistic to lump all female children together as "girls" and all male children as "boys" — and never challenge the stereotypes each role implies?

There have already been too many changes in the world to justify the perpetuation of "sex roles." When people first roamed the earth, living in crude cave dwellings, the division of labor — women as childbearers and guardians of the home, men as hunters and protectors — helped the human race survive and, indeed, set people apart from less organized species (Lee, P. & Gropper, N. 1975).

But we no longer live in caves. Advances in technology and changes in our cultural institutions and in the world of work point up the need to reevaluate what history defines as the "female" or "male" role. With increasing numbers of men and women crossing those "traditional" lines everyday, it is as impossible to label all men "doers" as it is to see all women as nurturers whose only domain is the home.

Consider some of the ways the old stereotypes fail us:

- Technology has given us a wide range of labor-saving devices — tools that can be used by anyone. We now have methods of transportation that carry people to all corners of the globe; and to use such conveyances, money counts far more than gender. With increased control over our biological selves, we can have children when we want them, stay healthier, live longer — none of which is dependent on whether you're female or male.
- Stereotypes of the "nuclear" family with its 2.3 children do not describe all families. Twelve percent of the children in this country live in one-parent homes (Roby, P. 1973). Most live with female parents, but with more fathers fighting for, and winning, custody, even that picture is changing. There are also communal families and families with parents of the same sex. How do we fit them into presumptions of "the norm"?
- The image of man as the sole "breadwinner" loses credibility on many levels: The media have made people aware that the workforce has become increasingly representative of both sexes. Today nearly 50 percent of all women work; more than 90 percent will do so at some time during their adult life (U.S. Dept. of Labor, 1974). And they won't just hold "women's jobs." But statistics don't tell the whole story. Poor women have always *had* to work — even though their wages were often far below what their male counterparts were paid. Finally, equal pay has become an issue. And we are beginning to see women in the locker rooms, boiler rooms, and board rooms, all of which point to the breakdown of old barriers. (Interestingly, in early childhood education, the change is in reverse: More *men* are entering the field.)

Clearly, models of the past grow increasingly irrelevant. It's time to reevaluate and go beyond stereotypes that simply don't work for us anymore. And the place to begin is the early childhood classroom where youngsters first learn what it means to interact with the real world — its institutions, opportunities, and roles.

The problem is that most preschools and early childhood centers are *not* preparing children for the real world. As evidence, examine the "hidden curriculum," as Professor Lisa Serbin calls this phenomena (Serbin, L. 1978). You won't find it in teachers' lesson plans — it's conveyed in their attitudes. Adult expectations play an important part in determining what children learn. And although most teachers are unaware of the subtle process, they often reinforce stereotyped sex-role behavior.

For example, teachers, like the rest of society, are already "programmed" to expect certain things of "little girls" and "little boys." This influences how they give children feedback. After observing 15 classrooms at four different schools, Professor Serbin noted that teachers were three times more likely to intervene when a boy hit or displayed aggression than when a girl did the same thing. Although they didn't realize it, by their intervention teachers were "rewarding" boys for acting out. The message to the children is clear: Girls, learn to be passive. Boys, learn to be aggressive. That's how you're *supposed* to be (Serbin, L. 1978).

This "hidden curriculum" shows up in all sorts of ways — and with far-reaching implications. Consider the block corner and the family area: Girls, rarely involved in block play, are not exposed to the spatial-analytic and problem-solving skills that blocks help to develop. Boys, on the other hand, are not exposed to the broad range of emotional, social, and nuturing skills that develop through dramatic play centered in the family area.

Because children aren't encouraged to cross traditional sex-role lines, boys and girls are learning different skills and getting different messages from the preschool experience. It's no accident, then, when in later life many girls shy away from mathematic and scientific endeavors — they simply weren't trained to think that way. And boys often become men who are ill equipped to take care of themselves and fathers who have little understanding of what it means to care for another human being. Early on in school, boys learn that it pays to be aggressive and that they should control their emotions. Boys also bear the unfair responsibility of being the only ones who have to make things happen. Girls get the opposite message: It's okay for them to express emotion — but they pay for it in dependence. Girls are trained to be onlookers, helpmates at best — except in the home (Serbin, L. 1978).

In so many subtle ways, schools reinforce the outdated concept of "opposite" sexes. And instead of fostering mutual respect between the two, the gap only widens. By denying each sex a part of the preschool experience, we cheat both of opportunities to build skills necessary for an independent adult life (Greenberg, S. 1978).

Of course, no one can predict what the "real" world will be like twenty years from now when today's preschoolers become tomorrow's adults. But

we do know that it is *not* the world most schools are preparing them for. All children should learn how to take care of themselves — which implies a whole range of possibilities and options: housework and repair work, cooking and construction, taking care of children and holding down a job. The greatest gift early childhood educators can give children today is freedom from sex-role stereotypes. Being boys or being girls should not govern how children see themselves. Children should be encouraged to follow their interests and abilities and thus develop to their full potential as human beings.

The Non-Sexist Child Development Project

In 1971, the Women's Action Alliance was born out of the need to establish a national network through which information, resources, and referrals could be channeled to help women work toward both personal and institutional change. During that first year, hundreds of letters poured in from all over the country. The writers, mostly mothers, expressed a common concern: Their children were being forced into rigidly stereotyped roles, even at the preschool level.

Thus, as its first model project, the Alliance created the Non-Sexist Child Development Project. Their main objective was to develop a curriculum based on existing models of early childhood education that would free girls and boys of sex-role stereotyping and allow them to develop to their fullest potential — unbound by what society dictates they *should* be.

The goals, outlined by the project in its early years, reflected concerns that summarized the need for non-sexist education:

- To present men and women in nurturing roles so that children understand parenting as a shared responsibility.
- To show women and men performing a wide variety of jobs so that children understand that people are free to choose their work from an enormous variety of options unhampered by sex typing...
- To encourage girls as well as boys to engage in active play and to encourage boys as well as girls to enjoy quiet play...
- To help boys and girls respect each other so that they can be friends throughout childhood and into adulthood. We do not mean that children of opposite sexes will always play together....However, we feel that our social mores encourage rather than minimize the separation of the sexes.
- To encourage ... all children, and consequently all adults, to feel free to experience a full range of human emotions.
- To encourage the full physical development of all children.... Boys and girls alike should know the joys of physical activity and be as strong and as fully developed physically as they are able.

- To present a more realistic ... view of the world .... We live in a pluralistic society made up of many varied racial and ethnic groups ... yet the world presented to children is overwhelmingly white.
- To present a more open view of the family .... We would like to see teachers and children explore the variety of family life styles that actually exist side by side with the nuclear family and learn to accept and respect each of these family groupings.

Once the objectives were clear, the next step was to transform abstract concepts into concrete realities. Over the next four years, the Non-Sexist Child Development Project worked with educators, parents, and toy manufacturers to create a variety of non-sexist materials — block people, flannel-board figures, photographs, puzzles and games that were free of sexist images and connotations. Most important, members of the Project developed and field tested a broad range of techniques that teachers could use to integrate a non-sexist philosophy into the early childhood curriculum. These methods and ideas were captured in several audio-visual presentations and in *Non-Sexist Education for Young Children: A Practical Guide* (Sprung, B. 1975).

By the end of 1976, critical changes had been effected, because of the efforts of the Non-Sexist Child Development Project and other groups and because a growing body of research gave credence and support to the goals of the Project. In 1972, only a few books and materials were free of sexist images; four years later many non-sexist toys, books, and other materials had become available. In 1972, only a handful of educators was concerned about the problem of sexism in preschools; four years later there was enough interest to call the first Conference on Non-Sexist Early Childhood Education.

The purpose of the conference was twofold: to share new developments in the field and to plan ahead. It was the first time early childhood decision makers had come together nationally to discuss what steps might be taken to make non-sexist education a reality for children throughout the nation.

Project T.R.E.E. and the Creation of this Manual

Educators who attended the first National Conference on Non-Sexist Early Childhood Education in October 1976 agreed that tremendous strides had been made toward non-sexist education — but there was more to be done. To disseminate information to large numbers of educators and others who had day-to-day contact with young children, the conference participants recommended the development of a training program that could be implemented through an existing early childhood network, such as Head Start. Training workshops could help bridge the gap between theory and

what was actually happening in the classroom and give people the tools they needed to incorporate a non-sexist philosophy into their schools and centers.

Funded by a one-year grant from the United States Office of Education, Women's Educational Equity Act, the Non-Sexist Child Development Project undertook its next major commitment: Project T.R.E.E. (Training Resources for Educational Equity). Work on the training model began in November of 1977. The staff of the Non-Sexist Child Development Project invited the New York University Office of Community Service to cooperate with the program as a training team. The NYU trainers were chosen because of their national reputation and prominence among early childhood educators as highly respected, skilled trainers with a sensitivity to the diverse cultural and geographical needs of the Head Start program.

The Project T.R.E.E. staff included: Barbara Sprung, Director of the Non-Sexist Child Development Project; Felicia R. George, Trainer/Coordinator of Project T.R.E.E. (formerly Administrator of the Non-Sexist Child Development Project); the three N.Y.U. training specialists — Professors Judith Rothschild, Carrie Cheek and Robert Daniels; Melinda Blau, writer, curriculum developer and author of many education programs; Anne Mulvey, program evaluator, doctoral candidate in psychology at the Graduate Center, City University of New York; and Joyce Lee, secretary to the Project. The team began to work together to identify appropriate training techniques and resources for model workshops.

This manual is the fruit of Project T.R.E.E.'s labor. It reflects a year of brainstorming, workshop planning, and field testing the material in a variety of communities (small urban, large urban, suburban, and rural), at Head Start centers and conferences, and with a diverse cultural and socioeconomic population. These field tests sometimes led to replanning and retesting a workshop. Throughout the process, first drafts of each section were critiqued by the T.R.E.E. team and then rewritten based on their comments. Finally, a working draft of the manual was assembled and sent to our validation committee, including teacher trainers, Head Start administrators, psychologists, and others in various early childhood capacities. Further revisions based on this feedback resulted in the final version of the manual.

About This Training Manual

Our goal in writing this manual was to develop a highly practical training tool that would explain the philosophy behind various non-sexist techniques and offer concrete suggestions for implementing those concepts in the classroom. While the manual was designed primarily for training classroom staff, we hope that the material will be shared with support personnel — cooks, secretaries, custodians, mental health workers and others who are an essential part of the environment in a preschool center.

In addition, we wanted our readers to view parental involvement as a

natural part of the process, an objective that has long been a high-priority item in the Head Start curriculum. Thus, the manual is punctuated throughout with special suggestions for making parents part of the training process.

Throughout the manual, we have tried to capture the spirit of the pilot training sessions and the unique contributions that our trainers brought to the workshops. Thus, we have included anedotal material (indicated in bold ruled boxes) throughout the text. And to give our readers valuable insights into process as well as content, such explanations are highlighted with a brown tint.

In addition to this introduction, the manual is organized into four other sections:

- Section II, *Making the Most of Workshops*, offers information and suggestions for conducting any workshop, regardless of content.
- Section III, *The Workshops*, introduces unique step-by-step plans for conducting workshops on various non-sexist issues and presents trainers with an explanation of the plans, ideas on how and when to use them, and ways to work with parents. The three workshops are:
  (1) a curriculum workshop covering a broad range of non-sexist issues
  (2) a literature session that focuses on early childhood books
  (3) a language workshop

Each workshop is followed by a special section highlighting some considerations for parent involvement, as well as reproducible task cards and other materials called for in the plan.

- Section IV, *Creating a Non-Sexist Environment*, contains concrete tools for integrating a non-sexist approach into traditional areas of the early childhood classroom, such as the housekeeping corner, blocks and outdoor play. In addition, this unit highlights ways of refocusing common curriculum topics, such as "Jobs People Do."
- Section V, *Resources,* includes checklists and other materials in the workshop sessions, as well as lists of non-sexist children's books, suggestions for further reading, and other helpful materials.

Can It Make a Difference?

Schools alone are not responsible for socializing children into sex-role stereotypes. But education does play a significant part in the process. By transcending the stereotypes,teachers improve children's self-images and broaden their horizons as future adults.

A successful non-sexist program reaches beyond the "society" of the school and effects changes outside the classroom as well: It can raise parents' awareness, encouraging them to develop non-sexist attitudes toward child rearing, and it can help eliminate sexist barriers and prejudices in the world of work.

In discussions with early childhood educators, someone usually comments that non-sexist education is a "white middle-class issue." This point was also reiterated by several members of the validating committee and was discussed at length by the T.R.E.E. team in our final meeting.

The director of the Non-Sexist Child Development Project noted that throughout their seven-year history, the staff had always worked with varied socioeconomic and multicultural populations and had found both parents and teachers interested and responsive.

Indeed, during the year of field testing in Head Start centers with highly diverse groups, the experience of the T.R.E.E. team was quite similar: We found staff and parents eager for workshops on this issue and full of ideas about ways to cope with sexism within the context of their own cultural communities.

The beauty of the non-sexist approach is that it doesn't ask teachers to veer from their basic philosophy of early childhood education. On the contrary, non-sexist techniques not only fit right in, they make a good program even better — whether it is based on a Montessori, cognitive, behavior modification, child development, or other model. In many cases, "change" comes about simply because the teacher is more aware and perhaps begins to do something just a little differently.

Consider these successful experiments:

- Merely by positioning themselves in the block corner, teachers (many of whom were women who probably had never played there themselves) acted as a magnet (Serbin, L., Connor, J., Burchardt, C., 1977), drawing girls to the area as well as boys. And by adding non-sexist accessories to the family area — denim bags (instead of pocketbooks), work shirts and other non-sexist items of clothing — boys enjoyed the dramatic play that takes place in the family area as much as girls enjoyed block building.
- Taking field trips and bringing visitors into the classroom have always been an integral part of the early childhood curriculum; such activities help children discover the adult world. The non-sexist teacher takes children on field trips, too — but tries to expose them to non-stereotyped role models: They visit mothers who happen to be farmers or letter carriers or cab drivers, fathers who are chefs or who opt to "stay at home"; they visit a police station where there are female as well as male police officers or a dry cleaner's where a man is the tailor.

Such field trips often generate unexpected responses. While male chefs and tailors are commonplace sights in an adult world, children tend to stereotype cooking and sewing as female activities. For them, seeing a man performing these tasks is a non-sexist experience.

- While peer influences are powerful even at the preschool level, teachers can often offset their effects. For instance, in an effort to encourage cross-sex cooperative play, teachers made comments such as, "John and Cathy are building a very high tower with the blocks." The message to the children was that the teacher approved, and despite influence outside the classroom, the amount of boy-girl interaction increased (Serbin, L., Tonick, I., and Sternglanz, S. 1977).

These are only a few examples of the kinds of changes that occur in a non-sexist environment. It won't happen overnight — it will take time and a great deal of self-examination on the part of educators and a willingness to see how their own attitudes affect classroom interaction.

It is our hope that through the exercises and activities outlined in this manual, teachers, aides, volunteers, parents, administrators, and others who come in contact with children's lives can begin to see the importance of incorporating a non-sexist philosophy into their programs. It's not just a matter of eradicating sexism — it means actively promoting independence, exposing all children to *all* activities, and encouraging children to be themselves.

In the final analysis, there will always be differences among people. But let those differences be determined by who each person is — not by gender.

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Ann-Marie Mott

Section II

Making the Most of Workshops

Training workshops can cover a myriad of content areas. But regardless of *what* is being covered, the process remains the same. The T.R.E.E. team has tried here to isolate basic principles of good leadership, highlighting techniques that trainers in any type of workshop setting will find useful.

We begin with "Planning," covering the various elements — objectives, scheduling, timing, pacing, and last-minute considerations. In the subsection entitled "Getting Started," we offer suggestions for those first crucial moments — how to tune into the group and set the tone of the session,

the leader's image, ground rules, opening lines, warm-up exercises. In "Winging It," we present insights into potential problems — the unexpected and how to deal with it. Finally, in "Wrapping Up," we talk about commitment — that is, what the participants will "take away" from the session and how they can be encouraged to apply the learning personally.

Throughout the brainstorming sessions that led to the development of this section of the manual, one theme kept repeating itself: *There is no such thing as one "correct" style of leadership*. Good trainers use methods that best fit their own personalities. No matter how "right" a technique might seem on paper, if it doesn't *feel* right to the person using it, it will not work. Therefore, although the techniques offered here have been used successfully by seasoned trainers, the reader should adapt those methods to fit her or his own style. (See "Using the Workshop Plans," page 24)

Planning

Careful and conscientious planning is a good leader's "security blanket." Planning can make the difference between a good workshop and a less effective one, insure greater participation and minimize a leader's anxiety if something unexpected happens to crop up, as it so often does!

One leader outlines the planning process succinctly — and humorously — by offering this familiar "formula": First you tell them what you're going to tell them (the introduction). Then you tell them (involving activities). Finally, you tell them what you told them (summary).

A well-planned workshop is one in which the leader first finds out the following information:

- What is the size and nature of the group that will attend your workshop? This information can help you assess needs and plan tasks and activities appropriate for the size of the group and for the participants' cultural backgrounds, experience, levels of sophistication, and familiarity with the content.
- What kind of room will you be using? The activities you plan may or may not work in certain settings.

At one workshop, the plan called for small-group activity — each group would be assigned different tasks. However, when the leader saw the room, it was obvious that the area was too small to accommodate five groups working simultaneously. At the last minute, the plan had to be completely revamped.

Another leader recalls the frustration of planning to display several picture books, only to discover that the room was too large for such an intimate sharing.

- Ask about everything ahead of time. Don't take anything for granted — not even electric outlets! If you have many materials to display, make sure there's a long table. If you plan to take notes on a chalkboard, find out if the room has one. Find out if there are stationary or movable chairs, especially if you're planning active tasks.
- Does the center have the audio-visual equipment you need — filmstrip or movie projector, slide carousel, tape recorder, screen? If not, can it be ordered? Can you bring it with you? Remember that people sometimes use different names for the same piece of equipment — or they mistakenly call it by the wrong name. Thus, when you request a piece of equipment, don't simply ask for it by name. Describe what you plan to use it for.

The terms "opaque" and "overhead" are often confused. An overhead (viewgraph) projector only takes transparencies; an opaque projector can be used to display books or sheets of paper. For one presentation, the T.R.E.E. staff ordered an opaque projector because we planned to project pages of books onto a screen. On arrival we were presented with an overhead projector — the equipment people must have had their terms confused. The last-minute problem might have been avoided if we had spelled out our needs more precisely.

Objectives

Once you've laid the groundwork, the next step is to isolate your objectives. Ask yourself: What is the purpose of our workshop? What do we hope the participants will come away with? Bear in mind that objectives have to be concrete.

Here is an example of how an objective might be rewritten to be more effective:

VAGUE: To increase parent involvement.
CONCRETE: To increase by 10 percent the number of parent volunteers in the center by January.

Scheduling

Scheduling is a crucial factor. A good leader considers two questions:

- When is the best time to schedule a workshop? Friday afternoons, most seasoned veterans agree, is without question the worst time! The "best" time can best be gauged by the people you'll be working with — when they're available. Groups tend to be "fresher" in the morning but that doesn't rule out afternoon sessions. If you have to have an afternoon session — or if an all-day workshop runs into the

afternoon — save the more active tasks for later in the day when people are more apt to have trouble concentrating. Don't rule out the possibility of evening sessions, especially if you'd like to attract large numbers of parents for whom daytime workshops would be impossible to attend.

- What is the best length for a workshop? Again, this must be based on the participants' needs. Some groups would rather have three two-hour sessions while others would rather participate in two three-hour meetings. If your group is composed mainly of parents who are pressed for time, you may have to keep the sessions short. On the other hand,if your participants are traveling long distances to get to the session, they may prefer to have longer, more intensive sessions.

Optimally, the best way to answer to questions related to scheduling is to ask people who will be involved in the workshop. Of course, that's not always possible. Many times the people who arrange a workshop are not the same ones who participate in the actual session. In either case, the leader ultimately has to assume responsibility for dealing with scheduling.

> At the beginning of Friday afternoon sessions — especially those arranged by administrators — some of the participants' lack of enthusiasm may be obvious. Rather than ignore the situation or maintain an it's-not-my-fault attitude, the leader should deal with their understandable resistance by acknowledging the feelings: "I know how you feel about having this session on a Friday afternoon ... (fill in your own reaction to the situation)."

Timing

Once you know how long your workshop will be, list the activities you'll have time to cover. Then try to imagine yourself conducting each phase you've planned.

- How long will your introduction take?
- How much time will you allow for small-group activity?
- What kind of time is required to present special aids, such as films or slide presentations?
- Will you have time for some unstructured sharing of ideas or spontaneous reactions?
- Will you be asking the participants to fill out evaluations or to distribute handouts? Allow time for that at the end.
- Don't forget about coffee breaks — some enthusiastic leaders do!

> One leader, knowing that she has a tendency to get carried away with her own enthusiasm and run through a session without stopping, usually shares that with the participants and asks them to remind her!

- Most important, be certain you will give yourself enough time for summarizing the workshop at the end. Of course, once you have conducted the workshop, how much time you planned may not be the same as how much time each activity actually took.

One leader compares this dilemma with that of an early childhood teacher who plans for various classroom activities ahead of time. When the teacher actually does them in school, he or she finds that the children may be more or less interested than expected. The plans may have to be revised — or even scrapped entirely.

You can't anticipate people's reactions or foresee the unexpected. But at least if you've planned well, you will have an idea of how much time everything *should* take. Then you can add or subtract time from other stages of the workshop as necessary.

Pacing

Once a workshop has started, the key to good pacing is flexibility — knowing when the group is ripe for a discussion, an activity, or even a coffee break. Sensing a "teachable moment" — a point at which you know the group is ready to really hear and absorb an important concept — often causes a leader to reevaluate last night's plans. For example, even though you have planned three different activities for a session, the group discussion after the second task may be so lively and fruitful that you will decide to go with it, rather than interrupt the flow of ideas with another task.

During the session, a good leader looks for signs indicating whether too much or too little time has been allotted for a given activity. For example, say you've allowed ten minutes for a particular group task. If after five minutes you notice that not many people are talking, you may have to move on sooner than expected. On the other hand, if people in small groups are still actively discussing the task card at the end of the ten-minute period, give them a little more time.

The Title

Don't underestimate the power of a workshop's title. What a session is called influences people's attitudes about the content and, in fact, may mean the difference between their attending or not. Avoid dry, jargon-loaded workshops titles — "The Relationship of Sex-Biased Literature to the Cognitive Perception of Sex Roles." On the other hand, if your title is too "cutesy"—"Little Kids' Lib"—no one may take it seriously! The title should be catchy, but it should also give the participants an idea of what to expect.

Last-Minute Checklist

Especially for workshops given in unfamiliar settings, it's important to have a last-minute checklist. The form provided in the "Resources" section (page 99) includes general considerations. Depending on the content of

the session, your own style, and special needs in a particular setting, you may want to add or adapt accordingly.

Even after you've made prior arrangements with a center, plan to bring some "staple" materials with you — items that always come in handy.

- Magic markers, a large pad of newsprint, masking tape, and pushpins (or thumbtacks) make a good last-minute substitution for a chalkboard.
- If you're planning any kind of audio-visual presentation, always bring along a three-pronged plug and an extension cord. An extra bulb may be a lifesaver if you're using a slide projector; and for film presentations, even when the center offers to supply a 16mm projector, it's a good idea to bring a spare take-up reel.

Contingency Plans

Even the most experienced workshop leader is not immune to emergencies — so plan for those unexpected moments! Think of a few "extras" to have up your sleeve. Additional hand-outs can keep early arrivals busy or use up spare time at the end of a session. Also plan one or two extra tasks. The ones you've planned may go more quickly — or not as successfully — as you'd hoped. But if you know you've got things to fall back on — a "Plan B," so to speak — you're likely to become less anxious when things don't go exactly as planned. However, your "Plan B" should always relate to the content of the session. It shouldn't just be a time filler.

Getting Started

Tuning Into the Group

For the leader, the workshop begins even before the session starts. A good trainer is sensitive to "cues"—indications of how receptive the group might be, how they feel about the content, what brings people to the session. For example, if the participants welcome your arrival they might show it:

> At one center, the staff greeted the trainer with a spread of Spanish coffee, cheese and fruit. A nice way to say "hello," it also helped put the trainer at ease and immediately gave the group a common ground — food.

Along these same lines, eager participants may arrive early, be curious about any materials that are exhibited, or talk to the leader ahead of time:

> Sometimes a group or an individual can be a little too "eager": At one of the literature workshops, the leader had carefully arranged a selection of twenty books she planned to use in the workshop, putting them into various piles according to their content. When several

participants began thumbing through them, disturbing the arrangement, the leader said, "I'll be happy to share these books with you later — and I can see that you're anxious to get into the workshop. But I need them exactly as they are for the session." (If addressed courteously and with respect, few people would take offense at such a comment.) Another approach might be to say, "I'm delighted you're interested in the books selection. Please put them back in the same order when you're finished looking at them. They're arranged that way for the workshop."

At the other extreme, if no one meets you before the session or offers to help you set up, it may mean that the session was "ordered" by distant administrators. The people who actually work at the center may not be that anxious to receive you. Participants may be late getting there, or they might have bored, resigned looks on their faces as they enter the room. In such instances, it will probably take a little more doing to break the ice.

Be aware that such resistance may make you anxious about the session or even angry. Try to stay in touch with those emotions, instead of allowing the feelings to overtake you. It's also important — although not always possible — to distinguish between people who are resistant and those who are just quiet. Rather than misread the group, reserve your opinions until you get into the session. In any case, it's a good idea for a trainer not to take people's reactions personally.

Group Composition

Sometimes the composition of a group calls for special planning. If you know ahead of time that you'll have a very mixed group, try to relate the various tasks you plan to the different participants' job functions, roles, or cultural backgrounds:

In Head Start, teachers, aides, parents, health professionals, cooks, and social service people often attend the same workshop. For example, in one pilot session, a center's cook was among the participants in a literature workshop. Knowing that, the trainer purposely used two books related to cooking: *Stone Soup* and *Chicken Soup and Rice*. In the same way, the book *Martin's Father* might be used if a male is in the group. Or *My Mother the Mail Carrier/Mi Mama la Cartera,* written in English and Spanish, might be especially appropriate for a bilingual group. (See "Annotated Bibliography of Non-Sexist Picture Books," page 109)

Make sure that the content you intend to cover is relevant — and understandable — to all participants. For example, be sensitive to the language

you use. Sometimes parents or other non-classroom personnel don't understand the educational jargon that a leader may take for granted:

> One leader was conducting a workshop on non-sexist techniques. In the group were a number of people who had no early childhood training. The leader didn't give it much thought until she gave out a task card, asking a question about the "block corner." One of the participants turned to her, looking totally blank, and asked, "What is a block corner?"

Setting the Tone

The first few moments of a workshop set the tone for the rest of the session. How a leader first presents himself or herself can mean the difference between a receptive group and a hostile one, between people who trust the leader and those who don't. During those initial moments, anxiety runs high. The leader is wondering whether the session will go well, and the group members are trying to figure out what they're going to get out of it. Good advance planning can help put the leader at ease. And the climate she or he sets at the beginning will subdue the participants' fears.

Opening Lines

There are no hard-and-fast rules about how to begin. Some leaders start by telling a joke that's relevant to the content of the workshop. Other leaders prefer to start factually, by sharing a news tidbit or a pertinent statistic or by showing that the topic is worthy of attention:

> There are any number of good introductions to the topic of sexism. If the participants are educators, the leader can open with statements about maximizing all children's potential — exposing boys and girls to the same kinds of experiences, treating both sexes the same way, broadening children's views of sex-role stereotypes.
>
> Or if a group is composed mainly of women, the leader might cite some statistics about working women — 90 percent of all women work at some time during their lives, many of them for over thirty years; for every dollar men earn women make only sixty-three cents.

Leaders sometimes open with statements about themselves and how their own lives have been affected by sex-role stereotyping. Or they ask a question that will make the participants relate to the topic:

In workshops on sexism, one leader makes it a practice to share how her own consciousness has been raised and how this new awareness has changed her behavior in the classroom.

Another leader, addressing a group composed mostly of mothers, asked, "What did you have to do this morning before coming to work?" The question made the participants focus on the quality of their roles — and made them think about the difference between working men and women in today's world.

Leader's Image

The leader's image is very important. Respect is key. This, too, is established at the outset. The best leader comes across as an authority but is not authoritarian. A leader often walks a fine line between being patronizing — trying too hard to be "one of them" and thereby not commanding respect — and being a "know-it-all" who allows no room for other people's contributions. While a leader does bring a certain body of knowledge to the session, so do the participants. The leader should understand — and explain to the group — that the purpose of the session is to meet the stated objectives by drawing on the combined knowledge of everyone there.

Ground Rules

During the beginning moments the leader lays down the "ground rules," including:

- Objectives — briefly explain what you intend to cover in the workshop.
- Leader's expectation — explain that you want everyone to try to contribute and to be respectful of other people's statements and viewpoints, and since your agenda is to cover the stated objectives, you will redirect the discussion when necessary. Also point out that during discussions, it's not necessary to reach a consensus; rather, the goal is for everyone to express her or his opinion.

Warm-Ups

A warm-up exercise is a way of getting participants to know more than each other's names. It also provides a common denominator — the exercise itself — early in the session. For the trainer, observing the interaction is another way of tuning in. It's also a subtle way of setting the climate, telling people, "I want you to participate."

However, not all sessions require warm-ups. In general, when the people in a group already know each other or when a group is very content oriented, the participants may view such opening activities as a "waste of time."

Too Personal Warm-Up:
Ask people in the group to relate how their parents gave them messages about "appropriate" boy or girl behavior when they were children, or how differently their brothers and sisters were treated.

More Appropriate Warm-Up:
Randomly pass out pairs of index cards on which pictures of famous American women have been pasted, asking participants to find a person with the same card, introduce themselves, and talk for a few minutes — about the figures on the card and about each other. (See page 27 for further description of this exercise.)

Winging It

The workshop is in full swing. You've planned everything carefully, set up all the materials you'll need, observed the participants as they filtered in, and taken mental notes about people who stand out — for whatever reason. You've also set the tone of the workshop by laying down the ground rules and telling the participants what they can expect of you and what you expect of them.

Just as you're about to allow yourself that first mental sigh of relief for getting this far, the "unexpected" rears its ugly head:

> By far the funniest "tale of the unexpected" comes from a thirty-year veteran recalling one of her first presentations in 1947. One of the last of several speakers at a late-night meeting (it was almost midnight), she found that half the audience was asleep as she walked across the stage to the podium. Midway, a garter snapped, and her left stocking collapsed to her ankle. Horrified — but unable to run — she made the best of it: Turning to the front of the room, she slowly pulled up and refastened the stocking in full view of the audience, and announced, "Well I had to do *something* to wake you up!"

A latecomer, an interruption, a controversial question you had hoped no one would ask, or the realization that an activity you had thought would take twenty minutes was over in five — special problems such as those are bound to come up, no matter how well you plan.

Lateness

A good trainer always tries to start on time — although sometimes it's not possible when many participants are late. The trainer can wait a few minutes before starting — but long delays are unfair to the people who arrived promptly. It might be a good idea to have a "coffee time" before the session actually begins. In a session called for 2:00, planning to start at 2:15 minimizes the possibilities of latecomers.

No matter how you try to avoid it, someone will arrive late. What you do depends on how late the person is and how much time it will take away from the rest of the group. If a latecomer arrives halfway or more into the session, don't disrupt everything to help that person catch up.

Interruptions

Interruptions are common in workshops dealing with early childhood, especially if children are in the building at the same time. When a child interrupts a group, it's especially important to acknowledge the child. If the child's presence is not disruptive, say so, especially if the parent is one of the participants. Parents often feel that their children are a nuisance to others — even when the rest of the group doesn't mind the intrusion. If the child is noisy or bothersome, in most cases a few sheets of paper and Magic Markers or crayons will provide suitable amusement.

> During one session at a Head Start center, several children filed in quietly while a film was being shown. The leader, amused at and delighted by the children's perfect timing, made her feelings known by welcoming them. In this way, she put the parents and other participants at ease. And the children, feeling that they were "wanted," were extremely well behaved.

Some types of interruptions are more annoying — loud noises outside the room, the constant blaring of P.A. announcements, or participants who insist on carrying on distracting side conversations:

> When participants "compete" with a trainer by talking among themselves, a leader might say, "Hey — I'm jealous. I have a feeling I'm missing out on something. Would you care to let the rest of us in on it?"

Non-Talkers

Experienced trainers report that in a typical session, only a small percentage of the people talk. Of course, some people may participate without talking — responding non-verbally or taking notes, for example. However, the trainer can encourage the less vocal participants. During your planning stage, then, try to anticipate reasons why a participant might feel "out of it" — as one parent in a group of teachers or as the only cook (see the example in the box on page 16). Try to plan activities or discussion questions that will make that person feel comfortable and able to contribute.

Of course, because you won't always know a group's composition ahead of time, you might not be able to build in ways to include non-participants. But during the session you can help bring people out if they

- feel comfortable. Participants who feel that all opinions will be welcomed are more likely to jump into a discussion than in a less accepting atmosphere.
- have been given tasks they can handle — activities that allow them to experience success. Confidence encourages participation.
- are asked. Surprisingly, some people don't like to volunteer a response but will talk if the leader asks a direct question.

A leader can turn to someone and say, "And what do you think about ...?" Or if a person makes a facial expression — a wince or a smile — in response to a particular comment, say, "You seemed to have a reaction to Kelly's comment. How do you feel about ...?"

Monopolizers

At the other end of the spectrum are the monopolizers, people who talk too much and may inhibit the other participants. If a leader is new to a particular group, it's wise to first analyze *why* someone tries to monopolize the discussion. Listen carefully to what the person is saying and how he or she says it. The monopolizer (a) may be at a more sophisticated level of awareness than the rest of the group and therefore really have more to contribute; (b) may be trying to show support for the leader; or (c) may be an attention-starved person, using the group to boost his or her own ego. In any case, the leader can "turn off" a monopolizer tactfully, making it clear that there's room for everyone's contributions — but not just one person's. You should never ignore a raised hand, even if it belongs to someone who's answered the last six questions. But you *can* ask the person to "hold it" for a minute.

Leader to monopolizer when other hands are raised: "I see your hand, but hold it a minute. I'd like to hear from some other people in the group." Or, "I see that Terry has some ideas. What about the rest of you?"

Detours

Detours are tangents that take you off the track and too far away from your objectives. Sometimes a detour focuses on something that concerns the group. Never cut off the discussion too fast. The group might feel that you're not sympathetic to their needs or are uninterested in something that, to them, may be a genuinely pressing concern. Groups that have been together for a long time — the staff of a center, for example — tend to focus on particular issues.

At one literature workshop, the leader innocently asked, "Where do you get the books in your classroom?" She didn't realize that the participants had been battling with center administrators to have more of a say in book purchases. Seeing that the simple question had touched off an emotional discussion, she let it go for awhile and then said, "I can see that you're troubled by this situation — and I can understand your frustrations. Perhaps this workshop will provide the impetus for looking at book purchases in a new way. But if we're going to meet the objectives we set forth today, we'll have to get back to our main discussion — the books we read to our children."

Wrapping Up

Summarizing

The last important consideration in a good workshop session is leaving enough time to go over what has taken place. No matter how well the session has progressed, it's crucial to summarize. Even though the participants have been actively involved in the tasks you planned, it's not the same as abstracting the essence of a session. Therefore, go back to square one — the original objectives. Write them on a chalkboard or large sheet of paper or review them orally. Then, allow members of the group to sum up the proceedings in their own words. As you point to an objective, ask, "Did we cover this point? How?" After the group has painted a composite picture of the session, the leader should sum it all up once again.

Commitment

The end of the session is also the time for future commitments. Ask the group to translate what has been learned into action. What changes will the participants make in their classrooms? Or in what ways will their behavior change as a result of the session?

Evaluation

At the end of sessions, experienced trainers also take time to evaluate their own work — to debrief themselves. If you plan to give the participants evaluation forms, you'll have written feedback. But even if you just take time to analyze the session, you'll have a good idea of whether (a) the activities you'd planned were appropriate; (b) you covered the objectives; and (c) your presentation spurred the group to carry out their commitments. Make notes on these reflections — and begin to bank your experiences for the next workshop.

Another form of evaluation is follow-up. A trainer might want to contact a center where training had been offered to find out if the participants have implemented changes. A useful form for this process appears on page 103.

> At the beginning of the brainstorming session that led to the development of this unit, the author challenged the seasoned trainers: "Can someone really *learn* these techniques — aren't you just born a good leader?" The answer was clear: "If we believed that, we'd be out of business!"

The bottom line is this: Good trainers *are* made — not born. The skill of conducting meaningful and rewarding workshops comes from experience and a conscientious caring about your role as trainer.

James Levine

Section III

The Workshops

The three workshops covered in this unit are:

- The Sooner the Better (curriculum)
- Discovering Hidden Messages (literature)
- The Power of Words (language)

These workshops were developed by the T.R.E.E. staff and then field-tested in a wide range of settings — large groups and small; urban, rural,

and suburban populations; and with participants at different levels in early childhood education.

The sessions have been re-created in the manual, using a three-part format — one that tries to capture some of the more spontaneous moments of the pilot sessions as well as their structure and pedagogy. Basically, each workshop contains three elements: an *overview* (a summary of the need for and philosophy behind the workshop); *objectives* (goals); and a *workshop plan* (see below).

Using the Workshop Plans

Each workshop plan begins with a list of objectives. The session is then broken down into these components:

- Setup — materials needed, how to arrange the room
- Warm-up — introduction, icebreakers, warm-up exercises
- Involvement — task cards and other handouts, small group activities, discussion follow-up
- Wrap-Up — final remarks and summation, commitments, provisions for follow-up

In addition to the basic "game plan" for the workshop, other remarks are interspersed through the text. Highlighted with a brown tint, these comments offer the reader special insights into rationale — by explaining the use of a particular technique or the thinking behind a certain question.

In the same way, the text also presents anecdotes and valuable tidbits from the trainers' personal bags of tricks — bits of information that could only have come from actual workshop sessions. To set it off from the rest of the text, all anecdotal material appears in bold ruled boxes.

To make optimal use of this manual:

- Always read through an entire workshop plan at least once before you actually do it — to get a "feel" for the material and for the philosophy behind the approach.
- Never feel "bound" by any of the suggestions in this manual. It was not meant to be a "cookbook" approach. Certain settings and/or populations may require additional work — or may be too sophisticated for some of the activities proposed for a particular workshop.
- Once you feel comfortable with the content and rationale of a particular workshop, interpret the workshop plan to fit your style of leadership and the needs of your trainees. Don't try to "follow" the manual exactly; instead rewrite the "game plan" — set up, warm-up, involvement, and wrap-up — in your own words.

How and When to Use Each Workshop

These sessions have been designed so that they can be used independently of one another. Thus, at one center or school a leader might decide to begin with the curriculum or literature workshop sessions (both good introductions to the non-sexist approach; the former requires a film), and then present the language session. Or the leader may only want to do one or two of the three workshops. The choice should be guided by the school's or center's needs.

Note: Page numbers in parentheses refer the reader to additional information or specific resources cited elsewhere in this manual.

Parent Involvement

Following each workshop plan is a section outlining suggestions related to parents — how to explain the importance of a non-sexist approach, how parents can analyze and reevaluate their own attitudes, and what they can do at home to create a non-sexist atmosphere. These sections are:

- Introducing Parents to a Non-Sexist Approach (page 36)
- Raising Parents' Awareness about Books (page 52)
- Parents and Non-Sexist Language (page 69)

Using the Resources

At the end of each workshop you will find the materials needed to conduct a session — task cards, checklists, handouts — all of which can be reproduced in quantity.

In addition, Section V of this manual contains a wide variety of other resources — activities, checklists, books, audio-visual materials.

Curriculum Workshop: "The Sooner the Better"

Today's children are growing up to meet a new world. Almost one out of every two women is already in the workforce. By the time preschool youngsters reach their teens, that figure will climb even higher.

The preschool classroom has always been a place for children to share their ideas about the world and to make sense of and imitate the adults they see around them. Social change, therefore, should be reflected in the early childhood curriculum.

A non-sexist approach doesn't mean a whole new curriculum. On the contrary; no elaborate materials are needed. Basically, non-sexist education involves attitudinal changes and can become an integral part of any early childhood program regardless of its philosophical base.

- Giving girls and boys the same opportunities for physical activity is non-sexist.
- Stressing shared responsibilities is non-sexist.
- Exposing children to men and women of all ages in a variety of non-traditional roles is non-sexist.
- Encouraging girls to play with blocks and boys to play in the house center is non-sexist.

This workshop will introduce teachers to the concept of non-sexist education and help them examine what goes on in their own classrooms. Are they really providing opportunities for children to explore *all* their strengths and thus maximize their potential? Or are they unconsciously giving subtle messages that restrict children's roles?

Objectives

This workshop will enable participants to:

- identify aspects of culture/society that reinforce sex-role stereotyping
- gain insight into subtle ways in which some preschool environments stereotype children's roles and limit their options in life
- explore the ways teachers can expand children's horizons, giving them opportunities to master all types of skills, not just those "expected" of their gender
- reappraise their own early childhood programs and begin to integrate a non-sexist philosophy

Setup

The Room

Arrange tables and chairs so that (a) the participants can easily rearrange themselves for small-group activities, and (b) when it is time to watch the film, they can swing their chairs to face the screen.

Materials

- Sugar cards (see page 100)
- *The Sooner the Better*, a 27-minute film (available for rental or purchase from Third Eye Films, 12 Arrow St., Cambridge, Mass. 02138) 02138)

- Task Cards A and B
- Multiple copies of the "Checklist for a Non-Sexist Classroom" to hand out to each participant at the end of the session

- 16 mm projector and screen
- Chalkboard or two large sheets of newsprint or oaktag
- Chalk or magic markers
- Paper and pencil for the participants

Warm-Up

Begin by passing out the Sugar Cards (page 100), making sure that people sitting next to each other don't get the same card. Ask participants to find the person(s) who has a matching card, introduce themselves and discuss whatever they know about the famous person shown on the card.

The Sugar Cards warm-up works well for this workshop. The discussion of famous women is a good lead-in to the content of the workshop. However, in planning, bear in mind that it means the participants will have to move around the room.

After about ten minutes, when everyone has had a chance to talk, ask the participants to return to their seats. Go through the cards, asking those who had a particular card to tell something about the persons they met and about the famous women on the card.

Experienced leaders use this time to pick up cues about the group as a whole and how individuals relate to one another.

After the exercise, one leader commented: "It's interesting to see how many of us are unfamiliar with the women on these cards — women who have made substantial and significant contributions to our heritage. Yet if we had passed out cards with a picture of Babe Ruth or Jonas Salk or Martin Luther King, Jr., almost everyone could have identified them."

Sum up the purpose of the warm-up and its relevance to the content of the workshop: "This exercise is related to why we're here today — to expand our view of the early childhood curriculum and to analyze how we can adapt it to a changing world. Rather than talk to you about it, let's explore together the kind of things we're doing in our programs — whether we are, in fact, providing opportunities for *all* children to reach their fullest potential. First, we'll work on two task cards. Then we'll view a film that will help tie it all together."

Keep the introduction short. The tasks and film will have more impact than a lecture.

Involving Activities

Task Cards

Divide the participants into two groups and give out the task cards. Give Task Card A to one group and B to the other.

A small group should never exceed six people. At workshops with no more than twelve participants, this two-group division works well. If there are more people, simply divide them into three or four groups, giving them duplicates of Tasks A and B.

The task cards will make the group think about subtle role definition that goes on in the classroom:

TASK A:
In some classrooms, boys use the block-building area more frequently than girls. Why does this happen?

TASK B:
In some classrooms, girls seem more comfortable in the family area. Why?

Suggest that each group select one person to read the task, another to take notes on everyone's comments. Give out pencil and paper for this purpose. (Allow 7-10 minutes for small-group discussion.) Encourage the participants to list all comments, stressing that a point of view can be neither "right" nor "wrong."

The leader should walk around the room while the groups are working. Give a one-minute warning so the group can wrap up their discussion and summarize their thoughts.

One leader found it helpful to make encouraging comments: "You seem to be getting a lot done ..." It helped the participants experience success related to the tasks.

Feedback

Alternate between the groups, having them take turns reading their tasks and reporting their answers/comments. The leader should take notes on these reactions on one of the sheets of paper (or one side of the chalkboard). Divide the writing area in half and head one side "Block Building" for the responses to Task A and the other "Family Area" for the responses to Task B.

Listing participants' comments helps crystallize the process. However, not all rooms have chalkboards, and in some it is difficult to display a sheet of newsprint. At several sessions, this presented a problem. At one, the leader took notes by placing the newsprint on a desk and then held up the sheet at the end of the session to review comments.

The "typical" responses to these tasks, offered below, represent a distillation of several workshops and are not necessarily the only comments people will make. In the pilot sessions, responses varied from area to area, group to group, depending on the mores of the various communities and cultures.

Task A focuses on one way girls are deprived of an important cognitive and manipulative skill — one that is generally believed to be a significant factor in mathematics and scientific achievement in later years. Blocks also offer endless creative learning activities — but they are usually considered "boys' materials." The leader can expect such comments as:

- "That's the way the world is" — everyone assumes men/boys are the ones who construct; literature also reinforces that notion.
- "It's a rough area" — boys seem to need to expend more energy; girls are more fragile.
- Many children are brought up in single-parent homes and the mother is the major role model.
- The kinds of accessories in the area attract boys; we tend to buy blocks and manipulative toys for boys.
- Teachers, who are often female, stay out of the block area while male aides/volunteers are often placed — or place themselves — there.

Task B focuses on one of the ways in which boys may be limited: The house corner is a place to reenact real-life doings; to act out fantasies; to nurture; to make sense of the adult world. The house corner also helps teachers size up children's role expectations.

The leader can expect Task B to elicit comments such as:

- Parental influence is strong — they don't buy boys certain toys don't want them to be "sissies" and play with "girls' things."
- Teachers don't include accessories for boys in the family area; and there usually are more dress-up clothes for girls.
- The children tend to identify with roles they see at home. If there are any boys "playing house," they're generally out of the house corner "at work."

> One participant shared a personal reflection that underscores people's (especially parents') ambivalence about sex roles: Her son loved to cook and often spent time in the kitchen helping her. She welcomed the sharing but nevertheless was upset when, one day, her son asked for a stove for Christmas!

Participants may also cite reasons relevant to *both* task cards:

- Sometimes adults (teachers, volunteers, aides, parents) unconsciously direct children — boys to the block area, girls to the house/family corner.
- Children, already socialized into "traditional" sex roles, tell children of the opposite sex, "You *can't* play here!"
- Parents' attitudes toward "masculinity" and "femininity" cause them to label certain activities and direct their children accordingly.

> During this exercise participants sometimes raise the issue of homosexuality. Here attitudes vary widely, as do leaders' reactions.

One leader, not knowing the group that well and not being familiar with the mores of that particular community, opted to keep such discussion brief.

Another leader, with years of experience, let participants know that she had researched and thought through this issue very carefully. She highlighted two factors: (1) the question invariably arises only about *boys* taking on nurturing activities, never about girls moving into roles formerly considered masculine; and (2) in our current society, although male and female roles have been rigidly divided, we have a very large homosexual population anyway — so maybe we should reexamine our thinking and assumptions.

Studies show that the less rigidly divided roles are between the parents and the more nurturant a boy's father is, the more likely the child is to make a positive identification with him (Mussen, P. & Distler, L. 1960). The irony is that most of us systematically deny young boys the opportunities to learn nurturance through dolls and other forms of dramatic play and then become angry when, as adults, they so often have a difficult time relating to infants.

To help participants look at the issue from a fresh perspective, the leader might also cite specific references, such as above, suggest additional reading on the topic, and, if there is time, read *William's Doll* by Charlotte Zolotow. The book beautifully describes all the reasons why a boy should be given the same chance as a girl to symbolically experience parenting. This straight-forward, commonsense approach invariably lessens anxiety about homosexuality.

After the participants have responded to the task cards, the leader should help them see how sexism is a hidden by-product of every major institution: "We're beginning to identify certain major influences that shape people's role expectations — *school, family* and *society.* Let's begin to explore some of these." (Write the three headings across the top of the second sheet of newsprint.)

"Help me fill in these columns. In what ways does the school/family/society help perpetuate sex-role stereotypes?"

Again, the comments below echo those heard during the field test. However, participants may add new ideas — or phrase these concepts in other words.

School

- Teachers have different expectations for both sexes.
- Teachers' attitudes about behavior are often sex-linked.

- Until now, the whole educational process has reinforced sex-role stereotypes.

Family

- In the "traditional" setup, women are the nurturers and men, the workers.
- Parents want their children to be "normal" — don't want "other people" to think badly of them.
- Work roles and job expectations of parents influence what they want for their children.

Society

- Culture is a very strong, pervasive influence: "We weren't brought up that way." (Interestingly, even cultures within the same society differ on sexism.)
- Society determines job opportunities, salaries.
- TV and other media (commercials are often the worst offenders) influence all aspects of life and people of all ages.
- Manufacturers' products are often sex-typed.

To help make the abstract more concrete, at one center the leader encouraged the group to cite specific examples of sex-stereotyping: women worring about waxy yellow build-up in TV commercials; toy ads showing boys *doing* and girls *watching*; teachers saying things like, "Be a big boy and don't cry" or "*Nice* girls don't do that."

The leader should sum up the problems. Help the participants see the limitations of a sexist world: Until now, education has not only condoned sexism in the schools, it has even fostered such attitudes; both boys and girls have been missing out on certain experiences that will help them develop into fully competent and caring adults.

Although the problem pervades every aspect of society, teachers can begin to effect changes in their own classrooms.

Is it right to deny girls the same opportunites for cognitive development we readily offer boys? In the same way, isn't it unfair to expect boys to grow up without allowing them their emotions and to become fathers without learning how to nurture?

Now let's examine some of the ways we can *change* the situation:

- Compliment both sexes on competencies and strengths, not appearances.
- As a teacher, avoid perpetuating stereotyped role models.
- Offer varied experiences and activities to all children, regardless of sex.
- Be aware of the type of language used — "fire fighter" instead of "fireman," "mail carrier" instead of "mailman," "police officer" instead of "policeman."

- Provide accessories that will encourage children to break out of stereotypes.
- Examine your own attitudes and expectations — do they reflect stereotyped role models?

> It helps to encourage participants to share their own classroom experiences and offer suggestions for expanding traditional sex roles. In one center, the leader noticed that a poem hanging on the wall had been adapted. Each line began with the word *he*. Someone had changed every other line to read *she*.

The Film

Introduce the film. Explain that it covers several areas of the early childhood curriculum — blocks; housekeeping area; "hidden messages" in language and literature; mechanical skills, including woodworking and repair; cooking; outdoor and other physical play; trips — and shows some of the ways a classroom atmosphere can stimulate children to make the fullest use of their abilities and help prepare them for this changing world.

Show the film (27 minutes).

When the film is over, ask the participants to close their eyes for a few minutes and concentrate on what they just saw. What scenes or words stand out most from the film? The participants should be encouraged not only to recall scenes from the film, they should also try to relate what they have just seen to what might be done in their own classrooms.

Give the group a little time to reflect on what they have just seen. (See page 42 for a script of the film's narration. The leader may want to refer to it at this time.)

Here are some of the highlights often cited by viewers:

- The outdoor equipment is used by both sexes.
- Teachers lead discussions about non-traditional families.
- Children are exposed to old people.
- Stress is placed on body awareness; it helps children understand who they are.
- There are men in the classrooms.
- A trip to the firehouse means that boys *and* girls get a chance to dress in fire fighters' clothes and climb aboard the truck. Boys cook; girls repair bikes.

Sum up the film's most important point:

A non-sexist curriculum doesn't require extra materials — just the teacher's consciousness. Everything else is already there — or within easy reach.

Help the participants see that changes cannot be effected over night. And, what works in some settings does not work in others — or may not be possible to accomplish.

For example, on the topic of men in the classroom, one group commented "but we don't have any!" the leader pointed out that such a problem may not be easily remedied. At the very least, however, with their new awareness participants can begin thinking about ways they might bring male visitors into the classroom.

Wrap-Up

Summary

The leader may want to again summarize the comments recorded during the activities and discussion.

Commitment

As a future commitment, the group can discuss how teachers and parents might integrate a non-sexist program into their own settings.

If there are any evidences of a non-sexist approach already visible in a classroom, it helps if the leader points to these as a sign that "you've already started." For example, one leader commented on the edited poem (see box on page 33); another noticed that the books presented in the classroom were non-sexist. These kinds of observations help people see that they're on the way to creating a non-sexist environment and encourage them to go even further.

If the group is receptive to change, the leader can offer the participants suggestions for specific non-sexist activities. If the leader senses resistance, at least the seeds of change can be planted.

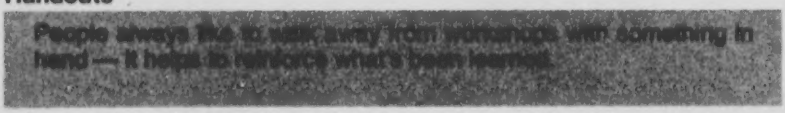
The participants themselves can best judge what resources are available in their own communities and schools—and what kinds of changes they are willing to work for. Offer suggestions such as these — and also encourage the group to come up with other ideas:

- Plan trips with the children that will foster non-sexist attitudes — to places where men and women work in non-traditional roles.
- Make changes in the housekeeping area—add more work clothes, briefcases and other props that are not sex-typed. Boys' clothing in larger sizes, rather than cumbersome men's clothing, encourages boys to dress up more. Also, being given pieces of materials instead

of clearly defined clothing allows children to use their imaginations and create their own outfits.

- Look at the kinds of activities that take place in the classroom and think of new ways to do old things (build a robot to teach children about their bodies and have *everyone* take part in the construction) and new things that might broaden the children's outlook (talk about news events that reflect changes in the world — the first black woman pilot, for instance — and about new ways people are living together — not everyone these days has two parents and a nuclear family).
- Encourage children to move into new areas — girls into construction, boys into nurturing roles; boys into "quiet" arts and craft activities, girls into active play.

Handouts



Give out the "Checklist for a Non-Sexist Classroom." Ask participants to use it to evaluate their own attitudes on sexism and to identify problem areas they might work on.

As a single vital resource for integrating a non-sexist program, suggest *Non-Sexist Education for Young Children: A Practical Guide* by Barbara Sprung (see page 117).

Introducing Parents to a Non-Sexist Approach

- Emphasize what a non-sexist approach is — and what it is *not*: Just as a non-sexist curriculum does not require teachers to purchase special equipment or have a radically different approach to the classroom, parents don't have to "learn" anything in particular to incorporate a non-sexist philosophy into their everyday interactions at home. Non-sexist child rearing begins when parents heighten their own awareness of sexist influences and subtle messages. The goal, then, is to help parents help their children explore all of life's avenues and to give them the confidence to choose from traditional and non-traditional roles in any and every adult activity.

- Help parents become aware of the hidden messages they give, often implying different "standards" of behavior for girls and boys. For example, they might look at the kinds of responsibilities they give their children: With older siblings, do the boys always take out the garbage and the girls always help with the dishes? Is more emphasis put on girls' dating and boys' participation in sports? With younger children, do the parents praise sex-associated traits, telling girls they're "good little housekeepers," and boys that they're "good assistants" when it comes to doing repairs? While these supposedly sex-linked traits do sometimes fit particular individuals, it's important for parents to analyze whether certain activities are suited to a child's interest and abilities — or whether cultural conditioning has caused them to make certain assumptions about their children or to reinforce particular characteristics based on gender.

- Encourage parents to think of toys in terms of the skills they help develop, rather than worrying about what's "appropriate" for a girl or boy. Help them see that by denying children a wide range of experiences, they limit their opportunities. Girls need toys that stimulate manipulation and help them to understand spatial relationships — these are factors closely linked to mathematic and scientific skills in later years. And to become independent, competent, and resourceful human beings, boys need to experience various household and nurturing responsibilities.

- Help parents become aware of the effect of the media, especially television, on how children view the world — which, in turn, influences how they view themselves. Parents who want to discourage sex stereotyping in their children have to realize the negative impact of stereotypical characterizations, especially in commercials. Of course, while parents can become more selective about the programs children watch, there's no escaping the influence of television. But at least they can become more critical of certain portrayals of males and

females, pointing these out to their children and using the experience to spark thought-provoking discussions at home. Fostering this kind of critical awareness will not only offset sexist influences, it will help children develop a vital skill that they'll use throughout their lives: the ability to evaluate anything, ideas or products, that someone else tries to "sell" them.

- Another way parents can combat the sexist overtones of media is by broadening children's awareness. They can point out non-stereotyped work roles outside the home. And at home they can become more aware of the impact of their own role models, not necessarily changing them, but perhaps emphasizing areas in which they don't assume "traditional" roles. For example, a mother who goes bowling or jogs regularly or undertakes a repair or construction project gives a subtle, but important, message by involving her children in the process. Fathers make a different kind of "statement" by asking children to help in the feeding and diapering of a new baby or, whenever possible, taking time to join his child's class for a special trip.

- Talk to parents about the way clothing affects children's behavior. Little girls sent to school in party shoes and frilly dresses will have difficulty climbing and running and may even worry about soiling their "good" clothes. Teachers can put this into perspective by giving a humorous example of adult life — a construction worker dressed in a tuxedo, a mail carrier in a formal gown. Help parents see that functional non-sexist clothing, such as overalls, enables children to move freely, to experiment with space, and to give their bodies the exercise they need to develop the four components of fitness — strength, endurance, coordination, and flexibility.

Curriculum Workshop: Materials

On the following pages are materials to be used in the curriculum workshop. Leaders will need multiple copies of most of these items and should feel free to reproduce them in whatever quantities are needed.

- Task Cards A and B
- Checklist for a Non-Sexist Classroom
- *The Sooner the Better* script

Reproducible Task Cards

Task Card A

In some classrooms girls feel more comfortable in the family area than boys. Why do you think this happens?

Task Card B

In some classrooms boys use the block area more often than girls. Why do you think this happens?

Checklist for a Non-Sexist Classroom

The following checklist is meant to be used as a self-evaluating tool. For the best results, you should be honest in answering all questions. Answers should reflect the way you feel, act, or think now — not how you would like to think or act or how you think you should feel.

Classroom

1. Are there the same number of pictures of girls as pictures of boys displayed around the room?

   If not, how many are pictures of girls _____ pictures of boys _____

   Do the pictures of girls show them involved in active play? Y N

   Do the pictures of boys show them in contemplative or caring roles? Y N

   Do the pictures of girls show them displaying "positive" behaviors, such as

   making decisions ____ leading ____ helping ____ solving problems ____

   and "negative" behaviors, such as:

   crying (or sad) _____ hitting _____ getting into trouble _____

   Are there more pictures of one type than the other? Y N If yes, which type? _____

   Do the pictures of boys show them displaying "positive" behaviors, such as:

   helping ____ leading ____ making decisions ____ solving problems ____

   and "negative" behaviors, such as:

   crying (or being sad) _____ hitting _____ getting into trouble _____

   Are there more pictures of one type than the other? Y N If yes, which type? _____

   The majority of pictures of boys are _____ .

   The majority of pictures of girls are _____ .

2. In which areas of the room do you display pictures of both sexes involved in that area's activity?

   block _____ dramatic play (doll corner) _____ art _____ science _____

   woodworking _____ manipulative _____ reading _____

   other (specify) _____

   Are all areas attractive, i.e., organized, clearly labeled, decorated with pictures of interesting items?

   dramatic Y N blocks Y N

   science Y N music Y N

   woodworking Y N cooking Y N

   manipulative Y N reading Y N

Prepared by Felicia R. George, Trainer/Coordinator, Project T.R.E.E., Non-Sexist Child Development Project, Women's Action Alliance, 1978.

Are pictures of male and female adults engaged in comparable activities displayed? Y N

which activity (ies) _____ which sex (es) _____

_____ _____

Keep a record for one week (chosen randomly) of activities participated in by each sex (sample record form):

	MON.	TUES.	WED.	THURS.	FRI.	TOTAL
Girls						
Boys						

Attitude:

1. Do girls and boys play in all areas of the classroom? Y N If not, in which areas don't girls play? _____

   in which areas don't boys play? _____

Keep a record of the areas each child plays in. (Mark child's initial in a box for the area each time he/she plays in that area for one week.)

	Girls	Boys
A. Doll Corner		
Art		
Cooking		
B. Blocks		
Woodwork		
C. Sand/Water		
Reading		

Are there girls who play only in area A? Y N If yes, how would you characterize them? _____

Are there girls who play only in areas A and C? Y N If yes, how would you characterize them? _____

Are there girls who play only in areas B and C? Y N If yes, how would you characterize them? _____

Are there boys who play only in area B? Y N If yes, how would you characterize them? _____

Are there boys who play only in areas B and C? Y N If yes, how would you characterize them? _____

Are there boys who play only in areas A and C? Y N If yes, how would you characterize them? _____

Are there boys and girls who play in areas A, B, and C? Y N If yes, how would you characterize these children? _____

2. From the following list, check those activities that you do not present to your class.

   woodworking _____ active games _____ sewing _____ cooking _____

   music _____ reading _____ electricity _____ dance _____

Why don't you? _____

Do you plan a greater percent of noisy or quiet activities? noisy _____ quiet _____

Do you plan a greater percent of messy or neat activities? messy _____ neat _____

Do you disapprove of noisy girls? Y N noisy boys? Y N

noisy girls more than noisy boys? Y N noisy boys more than noisy girls? Y N

3. Check the statements which best describe your reaction to the children's appearance.

Girls	Boys
"What a pretty dress!"	"What a handsome suit!"
"That's a good warm sweater to wear on a cold day."	"That's a good warm sweater to wear on a cold day."
"You came in like a big girl today."	"You came in like a big boy today."
"Linda is wearing ribbons!"	"Mark has a part in his hair!"
"Those are good shoes for running."	"Those are good shoes for running."
"You look nice today."	"You look nice today."
"Short sleeves are comfortable on a warm day like today."	"Short sleeves are comfortable on a warm day like today."

4. List the following attributes under the column that you feel they most accurately describe.

confident	happy	objective	forceful
aggressive	emotional	tender	vain
intelligent	dependent	talkative	attractive
strong	brave	independent	passive
creative	considerate	tough	timid
responsible	protective	ambitious	fearful
active	stoic	competent	weak

BOYS	GIRLS

Film Script: *The Sooner the Better*

Note: The following film script contains only the narrative (voice-over) portion of the audio; however, trainers may find it useful for reference when conducting the curriculum workshop.

Sometimes, familiar things look different when they're seen from another point of view.

This is an informal look into preschool classrooms around the country, to get some ideas about how teachers are helping children to break down sex stereotypes.

OVER ALAN AND PAINTER:
Today's children will grow into a world where most traditional sex roles will be things of the past. Men will be sharing more household chores, and something like 95 percent of the nation's women will have jobs at one time or another.

BOYS IRONING:
By not restricting children to sex-determined roles, teachers can introduce them to many new options, and can help to give them the physical and emotional tools they'll need as men, as women, and most of all as people.

GIRLS SHAMPOOING:
Non-sexist education begins with the creation of an environment that encourages both girls and boys to take full advantage of all the classroom's resources. The teacher is the key element of that environment.

OVER BLOCKS:
Among the first things to consider, is how boys and girls use the toys available to them. For example, block play is very important for physical, social, cognitive, and emotional development. And yet, blocks are used by boys most of the time.

BOYS AND DOLLS:
Men as well as women have warmth to share, and playing with dolls is a way of learning about nurturing roles in life. There's no reason to deny boys the satisfaction of caring for someone else.

BICYCLE:
Machinery is a traditional boy's — and man's — domain. The imaginative use of unexpected playthings can help to change all that.

PLAYGROUND:
The classroom environment extends into the playground. Active outdoor play is as much fun for girls as it is for boys. In the right playclothes, children can be free to be themselves.

MARTIN'S FATHER:
There are specific approaches to non-sexist education that have proven to

be very useful, and there are materials to support some of them — books that recognize different kinds of family structures, for example.

AFTER MARTIN'S FATHER:
Most non-sexist curriculum units don't require special materials — just a little imagination and an understanding teacher. In the family unit, and in others, it's important to help children understand that men and women share in all of life's responsibilities.

OVER CORNBREAD:
In the traditional family, dad went out to work while mother stayed home and took care of the house. Times have changed, and they'll change even more as these children grow. Cooking is something everybody does.

OVER RESTAURANT:
It's not necessary to have a real kitchen to help children learn to appreciate the satisfactions of cooking and the complexities of running a household. Games like "Restaurant" enrich understanding on several different levels, including cooking, serving, and even finance.

OVER FIRE STATION VISIT:
Work is another focal point of adult life, and preschool is an excellent time to free up attitudes about people's jobs. Although units dealing with work can be taught in the classroom, getting out into the world is even more fun.

OVER DOCTOR'S OFFICE:
Visits to people with unexpected jobs can be exciting — like a male nurse, or a woman doctor.

OVER CLINIC:
When children have the opportunity to act out what they've seen on a field trip, the learning experience is intensified. With a few of the right props, the classroom dress-up area can become a special teaching tool.

OVER ROBOT:
Children's natural curiosity about the human body can be encouraged in many healthy ways. A visit to a doctor is one way; playing hospital is another. Building a robot helps to increase awareness of the parts of the body and how they work.

OVER SINGING:
Using music is still another way to encourage body awareness.

OVER FRAGMENTS:
You've seen a lot of children learning about themselves in new ways, without elaborate special materials or radically different approaches. Non-sexist education is simply an attitude, a point of view about life and about children's education.

OVER CLOSE:
Ann Marie: Non-sexist education can easily be integrated into all preschool activities. For the children, the rewards are a much richer preschool experience, and a great start on a lifetime full of opportunities.

Written by Mel Farman for Jamil Simon Productions, Cambridge, Mass. © 1977 Women's Action Alliance.

Literature Workshop: Discovering Hidden Messages

What early childhood curriculum would be complete without "quiet time" — that peaceful period when a teacher sits down to read to the children and to encourage them to share their reactions to the book or simply to listen to their comments.

It is a quiet time, but it's also a powerful time. The teacher has the children's undivided attention — at least as much as one can expect from three- and four-year-olds. It is a time when children *absorb*. The question is *what* are they learning? Often it's a lot more than we realize.

Consider a book read every day by preschool teachers throughout the country — *Dear Garbageman* (by Gene Zion, Harper & Row, 1957). At first glance it's a pleasant story of a garbageman who makes good use of the trash he collects. For the most part, the story *is* harmless — until one line: "After everyone had helped themselves, fathers went to work and mothers went back to the dishes." The message to little ones is clear.

One line! Isn't that a bit picky? If only it were just *one* line in *one* book! Unfortunately, it's not. Our world is chock full of stereotypes — boys who bully, girls who cower; men as doctors, women as nurses; fathers at work, mothers at home — words and images that perpetuate sex-role stereotypes and thus keep children from realizing their full potential as human beings.

This workshop explores the hidden messages children get — the ones we cannot change directly, such as TV commercials, and more important, the ones we *can* change in our own classrooms.

Objectives

This workshop will enable participants to:

- become aware of sexism in children's literature
- understand how books and media shape children's views of the world and of themselves, and of their own potential
- recognize the influence of the selection of books by adults and its impact on children
- gain a sense of the sexist spiral—a subtle process that begins in early childhood and carries on through adulthood

Setup

The Room

Arrange the participants' tables/chairs in a U-shaped configuration. A separate table should be in front of (or at least within arm's reach of) the

leader; arrange all materials on the table, in the order which they will be used.

Having everything accessible avoids unnecessary delays and/or passing out the wrong material.

Materials

- Duplicate copies of Tasks A, B, C
- Books for Tasks A, B, and C are listed below
  They are further described in these pages as they are used in the workshop:

  Task A books are filled with sex-role stereotypes that are impossible to miss:

  I'm Glad I'm a Boy! I'm Glad I'm a Girl! — *What Do Mothers Do?*
  The Grown-Up Day — *Barbie Goes to a Party*

  Task B book contains more subtle stereotypes. Especially with old favorites like the books of Richard Scary, it's hard for teachers to accept that certain sexist messages have been there all along—but they have been reading right over them:

  Best Word Book Ever — *Mothers Can Do Anything*
  The Terrible Thing That Happened at Our House — *Boys & Girls, Girls & Boys*

  Task C books require the most careful analysis—examples of good non-sexist literature are mixed with hard-to-identify one-liners. Here participants will begin to see that all new books are not necessarily non-sexist; and that all non-sexist books are not necessarily good literature.

  Best Friends — *Girls Are Girls and Boys Are Boys: So What's the Difference?*
  The Sheep Book or *Martin's Father* — *Dear Garbageman*

- Books for concluding the exercise — more examples of good non-sexist literature, some of which are old classics:

  Katy and the Big Snow — *The Story of Ferdinand*
  Joshua's Day — *Crow Boy*

For reproducible copies of the task cards, as well as author and publisher information on these titles, refer to pages 52-54.

The books listed above are the ones used by the T.R.E.E. team in field testing. We chose titles typically found in early childhood centers. Some are rather outdated; some are currently popular; some are traditional; and some are highly sexist. There is nothing sacred about this list, and the leader may wish to substitute books of her/his own choosing. For example, books about handicapped children,

multicultural families, and single-parent families; books with bilingual texts; and classics can all be used, providing they lead the participants to examine the points made in Tasks A, B, and C.

The reader may also want to refer to the "Annotated Bibliography of Non-Sexist Picture Books" (109) for other suitable titles.

- Pencil and paper for the participants
- Multiple copies of the "Checklist for Evaluating Sexism in Children's Books" to hand out at the end of the session (page 55).
- Optional material: *Dick and Jane as Victims*, a slide show presentation about sexism in children's readers. It is an excellent complement to the task work. (See page 119 for a full description.)

Warm-Up

After introducing yourself and having the participants tell who they are, introduce the subject briefly: "We're here to discuss children's literature and what teachers and parents can bring to it. Let's begin by looking at how books get into our classrooms."

It's important to "feel out" the participants — their attitudes about books and book selection and the role books play in the classroom. Beyond that, keep the "lecture" to a minimum. People learn best by doing and discovering — not by being told.

At this point, you as the trainer have two options, depending on how familiar you are with the group and with how they run their classrooms.

Find out how new books are chosen and how they are used:

- "Do you use books in your classroom?" "Why?"
- "How did those books find their way into your classroom?" (Often, book are inherited, not necessarily chosen.)
- "Do you read and review books before reading them to the children?"

Or briefly describe how you have seen books used in the center. (This second approach is good if you are familiar with the group.)

The discussion should be non-threatening. Don't put people on the defensive — but do encourage them to look at their level of consciousness when it comes to book selection.

At the beginning of workshops, some participants are reluctant to answer questions. One leader got things moving by offering possible

answers when no one else did: "When I taught, I know I inherited quite a few books — from other teachers who had used the same room."

Another trainer also brought herself into the discussion by relating her own teaching experiences: "Of course, we all know it's best to read books first, but sometimes we just don't find the time. I've done the same thing myself. Then every so often I'd find myself in the middle of a book that wasn't suitable for some reason — so I had to edit it spontaneously."

Involving Activities

Task Cards

Books, an essential element of the early childhood classroom, are often taken for granted. The tasks designed for the workshop ask the participants to learn how to examine the books they've read to children. For each task the groups will be given different selections, starting with blatantly sexist books (Task A). From these obvious examples of sexist language and/or illustrations, they will begin to gain awareness of sexism in literature and then refine that skill by looking for more subtle sexist messages in the second and third groups of books (Tasks B and C).

Divide the group into four sub-groups. If it is a very mixed group, you might divide people according to their roles, suggesting that all teachers, foster grandparents, or social service personnel remain together. Or simply ask the participants to count off by fours.

Give each group one of the books listed in the "Materials" section under Task A or alternate books of your own choosing. Allow participants approximately ten minutes to examine the books, take notes, and discuss the task card question among themselves.

TASK A:
Is this a good book for today's world?

Distribute the first set of books along with Task A:

I'm Glad I'm a Boy, I'm Glad I'm a Girl — An absolute model of sexist thought, depicting boys as doers, girls as watchers.

The Grown-Up Day — Two children playing "grown-up," showing stereotyped aspects of how adults should act. This traditional portrayal of father working and mother at home, father stern and mother in the background, enforces roles that are not relevant to today's world or accurate images of traditional family life.

What Do Mothers Do? — Portrays mothers as solely responsible for

child care and as not involved in any other activities; also, depicts only a white middle-class mother.

Barbie Goes to a Party — An easy reader which might find its way into a preschool classroom. The entire story revolves around Barbie's preoccupation with her appearance.

Feedback

People often react strongly to the "blatant" books. Such reactions can be used as a springboard for a discussion of sexist stereotypes and to talk about TV advertising and other media influences that help perpetuate stereotypes.

- Why did you react so strongly to these books?
- Where, besides in literature, do children learn sex-role stereotypes? (Media, advertising, and adults' behavior reinforce these stereotypes.)
- What evidence do we have that children are learning stereotypes from TV? (They identify with characters, pick up their language, ask for products they see on TV.)
- How about adults? Aren't we affected by TV in much the same way as children? (Encourage them to think of stereotypes *they've* picked up from TV — it's not just the kids!)

One trainer admitted that although she's championed women's rights all her life, this project opened her eyes to subtleties in her own speech and behavior — e.g., calling a mixed group "guys."

The trainer should sum up key points — it helps people digest new ideas:

- TV is a powerful influence on children and adults.
- Children and adults are constantly bombarded by sexist messages. Even people who think they're conscious of this may not be aware of hidden messages they transmit to children.

The subsequent tasks are increasingly difficult since the examples of sexist language, content, or illustrations are more subtle.

TASK B:
Carefully review these books.

Distribute a new group of books to accompany Task B. Ask the group to look for specific characteristics — e.g., are more roles attributed to men than women, how many illustrations or what examples in the text show

people in stereotyped roles, and in what subtle ways are women put down?

The Best Word Book Ever — A very popular personification of animals used to depict everyday tasks, events and jobs. The disproportionate ratio of male to female characters and the passive roles of the few females shown reflect the same stereotyped images found in some children's readers (see *Dick and Jane as Victims*).

The Terrible Thing That Happened at Our House — An example of a supposedly non-sexist picture book which gives a very negative view of what happens to a family when a mother returns to work.

Mothers Can Do Anything — Describes occupations open to women, such as police officer, plumber and dentist. It is a positive example of a non-sexist book that illustrates non-traditional career activities for women.

Boys & Girls, Girls & Boys — Show boys and girls as friends and depicts children of several groups with a wide variety of interests that are not sex-typed.

During the first field testing of this workshop, the leader inadvertently included Scary's *Best Word Book Ever* among the books in Task A. Although the participants made insightful comments about the book, they didn't pick up the sexist implications of the illustrations.

Rather than point out their oversight, which might have made the group feel threatened or defensive, the leader made a spontaneous decision: She gave them a chance to have a successful experience by assigning the same book for Task B. Her hope was that the discussion following Task A would enable them to discover the stereotyping.

This technique worked very well. With a second try the group quickly recognized the sexist illustrations.

Feedback

After groups have reviewed their books, reopen the discussion, reinforcing previously made points:

- Do these books depict reality? Do they broaden children's perceptions of the world?
- How are these books "loaded" — what do they tell boys about girls and vice versa?
- How do you feel about future occupations for your children? What kinds of messages do these books give?

TASK C:
Can you identify any subtle points in these books related to our previous discussion?

Raising Parents' Awareness about Books

- Help parents become aware of the importance of careful book selection. Whether a parent is buying books in the supermarket, the variety store or a book shop, she or he can choose stories which are non-sexist, multicultural and well written.
- Teachers can share the "Checklist for Evaluating Sexism in Children's Books" and the "Annotated Bibliography of Non-Sexist Picture Books" with parents or develop a list based on their own favorites and those of the children in their class. Also, teachers can help parents become aware that the local librarian can be a good source of information about non-sexist, multicultural stories.
- Demonstrate how books can be spontaneously "edited" to lessen the impact of sexist language or ideas. Or suggest that parents "use" such material to engage their children in discussions. For example, they might point out that a particular book's portrayal is not "typical" of all families, or that not all women are afraid of mice.

Literature Workshop: Materials

On the following pages are materials to be used in the literature workshop. Leaders will need multiple copies of these items and should feel free to reproduce them in whatever quantities are needed.

- Reproducible Task Cards
- Suggested Books for Task Cards
- Checklist for Evaluating Sexism in Children's Books

Reproducible Task Cards

Task Card 1A

Is this a good book for today's world?

Task Card 1B

Can you identify any subtle points in these books related to our previous discussion?

Task Card 1C

Carefully review these books.

Suggested Books for Task Cards

Task A

Darrow, Whitney, Jr. *I'm Glad I'm a Boy! I'm Glad I'm a Girl!* New York: Windmill Book/Simon and Schuster, 1970.
Simon and Schuster/Windmill Press
630 Fifth Avenue
New York, N.Y. 10022

Note: This book is out of print (thanks to pressure from feminist educators). It is the "best" example of a sexist picture book available. Try to get a copy from your library or ask colleagues to search their school libraries for a copy.

Kent, Jack. *The Grown-Up Day*. New York: Parents' Magazine Press, 1969. $5.95
Parents' Magazine Press
52 Vanderbilt Avenue
New York, N.Y. 10017

Knoche, Norma R., and Jones, Mary Voell. *What Do Mothers Do?* Racine Wisconsin: Whitman Publishing Company, 1966.
Whitman Publishing Company
1220 Mound Avenue
Racine, Wisconsin 53406

Bethell, Jean, pictures by Claudine Nankivel. *Barbie Goes to a Party*. New York: Wonder Books, 1964. $.59
Wonder Books
1107 Broadway
New York, N.Y.10010

Task B

Scary, Richard. *Best Word Book Ever*. Racine Wisconsin: Western Publishing Company, Inc., 1963. (Also available in paper.) $4.95
Golden Press
850 Third Avenue
New York, N.Y. 10022

Blaine, Marge, pictures by John C. Wallner. *The Terrible Thing That Happened at Our House*. New York: Parents' Magazine Press, 1975. $5.95
Parents' Magazine Press
52 Vanderbilt Avenue
New York, N.Y. 10017

Lasker, Joe. *Mothers Can Do Anything*. Chicago: Albert Whitman and Company, 1972. $5.00
Albert Whitman and Company
560 West Lake St.
Chicago, IL 60606

Merriam, Eve, pictures by Harriet Sherman. *Boys & Girls, Girls & Boys*. New York: Holt Rinehart & Winston, 1972. (paper) $1.65
Holt, Rinehart & Winston
383 Madison Avenue
New York, N.Y. 10022

Task C

Cohen, Miriam, pictures by Lillian Hoban. *Best Friends*. New York: Macmillan, 1971.
Macmillan Publishing Company
866 Third Avenue
New York, N.Y. 10022

Eichler, Margrit and Magennis, Bev. *Martin's Father*. North Carolina: Lollipop Power, 1971. $2.00

Goodyear, Carmen. *The Sheep Book*. North Carolina: Lollipop Power, 1972. $2.00
Lollipop Power Inc.
P.O. Box 1171
Chapel Hill, N.C. 27514

Yashima, Taro. *Crow Boy*. New York: Viking Press, Inc., 1955.
Viking Press, Inc. $5.95
625 Madison Ave.
New York, N.Y. 10022

Leaf, Munro. *The Story of Ferdinand*. New York: Penguin Books, Inc., 1977. $1.50
Penguin Books, Inc.
7110 Ambassador Rd.
Baltimore, MD. 21207

Gordon, Sol, pictures by Frank C. Smith. *Girls Are Girls and Boys Are Boys: So What's the Difference?* New York: The John Day Co., 1974.
The John Day Company $4.95
257 Park Avenue South
New York, N.Y. 10010

Zion, Gene, pictures by Margaret Bloy Graham. *Dear Garbageman*. New York: Harper and Row, 1957. $6.79
Harper and Row
10 E. 53rd St.
New York, N.Y. 10011

Distribute the third set of books along with Task C. Be sure that participants understand that subtle points can be positive as well as negative.

Best Friends — A story about "best friends" in kindergarten. Jim, the main character, states that Anna-Maria cannot be his best friend because she is a girl. In addition, Anna-Maria is a black child and Jim's rejection of her might be seen as racist as well as sexist.

The Sheep Book — The story of a California farmer and *her* sheep. Describes their experiences as they live throughout the changing seasons. An especially useful book for rural settings.

Martin's Father — The story of a nurturing father. Martin and his father are shown doing household chores essential to daily life as well as enjoying play situations together. Useful for children living in one-parent homes and for training in centers that have males on staff.

Girls Are Girls and Boys Are Boys: So What's the Difference? — Contains far too many concepts about sexism and sexuality for young children. Although it is in picture-book format, the content is not at the preschool level. There may be some controversy over the explicit details of sex differences (drawings of nude females and males and a quick telling of pregnancy and the birth process).

> One trainer recommended that *Girls Are Girls and Boys Are Boys: So What's the Difference?* may be a book that the staff would want to review carefully before reading to the children. It may also be used as a reference book for parents.

Dear Garbageman — A fun story of a garbageman who makes good use of the trash he collects. For the most part, the book is harmless and even has a nice ecological message — until one line near the end: "After everyone had helped themselves, fathers went to work and mothers went back to the dishes."

Feedback

Have the groups report their analyses of the books. Then ask them to sum up what they have learned:

- Many early childhood books contain subtle sexist messages — boys are the doers, girls the watchers; it's not "cool" to be a girl's friend if you're a boy; the only "real" family has two parents, etc.
- Some seemingly "modern" books are written from traditional — i.e., sexist — viewpoints. That's why it's important to really examine books before you read them to the children.

Conclude by sharing some examples of good non-sexist literature. (See the "Annotated Bibliography of Non-Sexist Picture Books," page 109.)

Wrap-Up

Summary

The leader may want to review the points illustrated by the books used in the session. If there is time and if it is available, the slide show *Dick and*

Jane as Victims presents an excellent summary of the problems of sexism in literature. (For information about obtaining this slide presentation see page 119.)

Commitment

As a future commitment, the participants might use the checklist and review how new books are selected; the kinds of books they're presently reading to children — and the hidden messages they give; their own attitudes about sex roles and the realization that they can spontaneously "edit out" particularly sexist language or content — or discuss such materials with the children.

In some schools, budgetary considerations make teachers and administrators understandably reluctant about "throwing away perfectly good (condition) books." Leaders should be sensitive to this reality and emphasize that the purpose is not simply to discard books. The important point is that literature should be analyzed in light of a non-sexist philosophy.

Handouts

Give the participants the "Checklist for Evaluating Sexism in Children's Books," which will help them to analyze the books in their own classroom. The "Annotated Bibliography of Non-Sexist Picture Books" may also be reproduced and used as a handout for this session.

Checklist for Evaluating Sexism in Children's Books

The following checklist is designed to help you examine the images of males and females that are presented in children's books. The few questions listed below focus on the most frequently occurring sexist messages. The checklist is meant to be used in examining an individual book. However, you may want to duplicate this copy and evaluate your whole book collection. In using this checklist to look at your library's books, keep in mind that the whole collection should represent a balance of positive images of girls and boys. You may need to add some books to your collection to achieve this balance.

1. Who is (are) the most important character(s) in the story? M F

   Male(s) (write names) _____

   _____

   Female(s) (write names) _____

   _____

   What human quality does he/she (do they) portray?

   _____

2. Are the male characters people you want children to model? Y N Why? (Why not?)

   _____

   Are the female characters people you want children to model? Y N Why? (why not?)

   _____

3. Are men and women pictured about the same number of times? Y N

   How many men are shown? ____ How many women are shown? ____

   Are girls and boys pictured about the same number of times? Y N

   How many girls are shown? ____ How many boys are shown? ____

4. How many pictures are there of active girls (girls who are running, building, doing something)? _____

   How many pictures are there of quiet girls (girls who are watching, sitting, waiting)? _____

   How many pictures are there of active boys (boys who are running, building, doing something)? _____

Prepared by Felicia R. George, Trainer/Coordinator, Project T.R.E.E., Non-Sexist Child Development Project, Women's Action Alliance, 1978.

How many pictures are there of quiet boys (boys who are sitting, watching, waiting)? _____

5. Does the story show women or girls as stereotypically "feminine" (such as females who are incompetent, always caring for younger children or small animals, overly emotional, not fun to be with, mean)? Y N

   (specify the stereotyped image) _____

   _____

   Does the story show men or boys as stereotypically "masculine " (such as males who are overly competitive, overly aggressive, never tender, always clever, able to perform unrealistic acts)? Y N

   (specify the stereotyped image) _____

   _____

6. What role(s) do the women play in the story? (Check all the answers that apply.) Mother _____ Teacher _____

   Community Worker _____
   (specify job)
   Other _____
   (specify)

   What role(s) do the men play in the story? (Check all the answers that apply.) Father _____ Teacher _____

   Community Worker _____
   (specify job)
   Other _____
   (specify)

7. Are the illustrations attractive and appealing to young children? Y N

   Is the story well written (on the children's level of understanding and able to hold their interest)? Y N

   Is the story relevant to the children's cultural and/or geographic experience? Y N

   Is this a good book for all children? Y N

COMMENTS:

_____

_____

_____

Language Workshop: The Power of Words

"We need to end the real injustice in jobs and homes and mortgages and other aspects of life, and the language can look after itself ... Injustice exists in real life, not in dictionaries." (in, Friendly, A. 1978).

So wrote Philip Howard, English author of "New Words for Old" on the topic of sexism in language. Mr. Howard is not the first to express such sentiments. "Overreaction" is a common response to charges of sexism when it comes to printed or written words — even among people supposedly aware of or sympathetic to sexist issues.

The truth is, children read books called *Men of Invention* and *The Story of Man* and they are told that "all *men* are created equal." Even at the preschool level, children learn that the workers who deliver mail are mail*men*, those who put out fires are fire*men*, and law enforcers are police*men*.

Are such examples simply over-critical exaggerations? Or do words plant the seeds that perpetuate sexism in all spheres of human interaction? The facts speak for themselves:

- When 100 children, in nursery school through seventh grade, were asked to respond to sentences such as "Man must work in order to eat" and "Around the world, man is happy," most children interpreted them to mean men — not men *and* women (Nilsen, A.P. 1973).
- In a survey in which over 500 junior high school students were asked to draw examples of "early man" and "the tools he used," 93 percent portrayed only men. In the same survey, 69 percent of the students drew both sexes when the directions were changed to read "early men and women" (Harrison, 1975).

Contrary to Mr. Howard's analysis of non-sexist priorities, language *is* real life. "Injustice" in jobs begins when little girls can't imagine themselves in a particular role because the language they've grown up with tells them it's not possible to be police*men*. In language we find the least obvious but most deeply ingrained evidence of sexism — and of a society in which women have been treated unequally (adult males are usually "men"; adult females are sometimes "girls"), excluded altogether (as in *man*kind), or in some way demeaned (consider the different connotations of "bachelor" and "spinster").

References

1. Friendly, Alfred. Language and the wopersons' movement, *The Washington Post*, May 2, 1978.
2. Nilsen, A.P., Grammatical gender and its relationship to the equal treatment of males and females in children's books, in unpublished

thesis, College of Education, Graduate College of the University of Iowa, 1973, 106-107, 121-132.

3. Harrison, Linda. Cro-magnum woman in eclipse, *The Science Teacher*, 1975, *42*, 4, 4-11.

Objectives

This workshop will enable participants to:

- illustrate how language shapes people's images — of themselves and others
- understand language in terms of how it affects people's behavior toward one another
- present strategies for dealing with stereotyped language in the classroom

Setup

The Room

Arrange the chairs in a U-shape or circle. Since this workshop features a small-group activity, imagine ahead of time where the participants will sit — and how they will get there.

A seating arrangement should (a) enable everyone to see and hear the leader and each other, and (b) be easy to regroup.

In one session, for example, because of all the noise outside, the leader had to ask participants to move much closer to one another.

Materials

- Multiple copies of "The Hunts at Home "
- Word Pairs on index cards
- Task Cards A, B, C, D, E
- Language Workshop Tasks: Reference Sheet (with all five tasks) for each participant

Multiple copies of the following to be handed out at the end of the session:

- Cartoon
- Guidelines for Non-Sexist Expression
- "Because of Sexism in Language"
- "Every Father Should Be a Nursery School Mother at Least Once in His Life"

Reproducible copies of the above materials can be found at the end of this workshop plan, pages 70-82.

Warm-Up

Have the people introduce themselves and tell a little about their roles in the center.

> In addition to the standard introductions, one leader asked, "How long have you been in Head Start?" This was her way of finding out people's roles and the range of experience within the group.

This is a long workshop, covering many different materials, so it's best to keep the "ice-breaking" phase short.

Explain the purpose of the workshop: "We're going to try to explore the way in which language affects the early childhood curriculum. Even when we're not conscious of it, the words we speak, write and read to children influence:

- how we react to them
- how we behave
- how they treat one another

I'm going to start by reading you a short story, 'The Hunts at Home.' Listen carefully. The story has many examples of the power of words."

This introductory exercise will enable the group to look at the impact of language in a non-threatening way. The story is a blatant reversal of some of the more common male/female role stereotypes in a "traditional" family setting. Certain adjectives and idioms generally used for a particular sex are applied in the opposite context. As one participant put it, "It allows us to laugh at what we do." Out of that laughter, however, comes awareness — or at least the beginning of new insights.

Read the story aloud:

The Hunts at Home

The plumber Hunt was weary from a long day at work, but as she turned the key to open her apartment door, her spirits rose.

Most participants admitted that their first image of the *plumber* was male.

"Hi, Hon. I'm home!" she bellowed. "What's for dinner? It smells great!"

Written by Melinda E. Blau. Copyright © 1978.

Bellowed is a verb commonly associated with men.

"It should smell great," came the indignant reply from the kitchen. Maria Hunt now knew her husband was out of sorts. And from experience she also knew that nothing she said or did would perk him up.

Out of sorts (an expression that alludes to women's monthly cycles) would never be used to describe a man's behavior. It is, of course, unfair to dismiss anyone's feelings as "that time of the month." Also *perk up* is something a woman, not a man, usually does.

"I've been in this kitchen all day. Nice of you to come home just in time to eat it. As for me," Paul said, wringing his hands in the dishtowel, "I'm sick and tired of being a househusband!"

Men don't usually *wring their hands* — and certainly not in a dish towel. A *househusband* — like "housewife" — defines a person's role in terms of someone else (the spouse), as opposed to the non-sexist term *homemaker*, which refers only to a function, not a relationship.

The barrage ended abruptly as the Hunt children, Maria, Jr, and Evan, came tearing into the kitchen

The *daughter* is "junior" after the more dominant parent.

As always, Maria, Jr., was the first to get her mother's ear. "Oh, Mom, I'm so glad you're home. That male teacher of mine gave us the try-out rules today. He said. "If a student is less than 5'3", she can't try out for the team.' "

Male teacher — like "lady doctor" or "woman judge" — is an unnecessary identification according to sex. Also, in giving the try-out rules, the teacher used the pronoun *she* to describe all students. What about the *boys* who might want to try out for the team? Of course, the common practice of using *he* as the non-gender pronoun has the same effect — in reverse.

"Is he crazy, that teacher of yours? Just like a man to make a big deal out of nothing. You're every bit as much woman as someone twice your size!"

Just like a man is the kind of sexist expression that helps people form images, as is *every bit as much woman*.

With that, Evan cut in — by dangling his latest knitting project in his mother's face. Evan, like most boys, wasn't particularly forceful. Even as his mother turned to face him, he wondered—as he often did—whether his knitting deserved as much attention as his sister's basketball problem. And to be honest, it didn't.

Like most boys immediately stereotypes Evan, as does his behavior. His taking a back seat to his sister, who always gets her mother's ear first, and wondering whether his interests are as important also reinforce a stereotype. Had it been written in reverse, perhaps the injustice would not have been as noticeable.

After reading the story, give everyone a copy and ask people to reread it on their own, focusing on the writer's choices of words throughout. (Pause for a few minutes while they read to themselves.)

Throughout this follow-up discussion, it's important to emphasize that the purpose of the exercise is not to advocate role reversal — only to eliminate stereotypical attitudes toward various roles. The goal is to allow people to be who and what they want to be, not what someone else thinks they *should* be.

Ask people to share their reactions. After several have responded, reread each paragraph aloud, identifying the sexist language and helping the participants see the implications of the story:

- The story points to some of the unpleasant realities of sex-role stereotypes by looking at opposite extremes: the hand-wringing househusband, the weary (woman) breadwinner, the not-so-forceful boy.
- Often we "label" people by making comments: "As always, she ..." or "... like most boys."
- Sexism can hurt in either direction. This story, a radical turnabout from a male-dominent society, is nonetheless very unfair to the "weaker" sex.
- Certain role structures cause some people/children to be left out. In the Hunt family, a sport takes precedence over a craft. In reality, traditionally "male" activities are often more highly valued than those associated with females.

Involving Activities

Word Pairs

This activity challenges people to apply their heightened awareness of language toward analyzing word pairs that illustrate more subtle sex-role stereotypes.

Have the participants work together as couples and give each pair an index card. If the group has more than twenty participants, give out duplicates of these "Word Pairs" cards until every couple has one.

Allow the couples five minutes to discuss their word pairs, instructing them as follows: "The story has already shown us a very obvious example of how language shapes perceptions. I'd like you to look at these word pairs. Discuss the meanings of both words and the kinds of sex roles they imply or the pictures they paint."

Even if participants disagree about the implications of a particular word pair, the lesson will be clear: Language does make a difference. In fact, certain words, though sometimes taken for granted, conjure up very powerful images.

The first three word pairs focus on supposedly "generic" terms that exclude women:

- HUMANITY/MANKIND — *Humanity* is the more general term; though *mankind* is supposed to represent both sexes, that's not the way people hear it.

The "Cro-Magnon" reading and similar studies show that most children think only of *men* when they hear or read "mankind."

- FOREMAN/SUPERVISOR — By definition, a *foreman* is male; a *supervisor* can be either sex.

In one session some participants felt that these two terms also implied level — that is, a supervisor is usually "over" a foreman.

- FIREMAN/FIREFIGHTER — The first team excludes women; the second is non-sexist. (Other examples include policeman/police officer; Congressman/member of Congress; layman/lay person.)

The next three pairs illustrate more subtle sex-role implications:

- FATHERLY/MOTHERLY — These words sum up the "traditional" characteristics ascribed to male parents and female parents.

> The writer of this manual had a very eye-opening revelation analyzing these two words: In the index of *Roget's Thesaurus*, both are cross-referenced under "parental." However, the other referent for *fatherly* is "godlike," while *motherly* lists "loving" and "benevolent."

- BACHELOR/SPINSTER — Both words label unmarried people, but the former has a far more positive connotation (dashing, handsome, footloose and fancy free, eligible) while the female counterpart often implies one of society's unattractive leftovers.

> In two different pilot sessions leaders had to clarify the term *spinster*. "Bachelorette" or "old maid" seemed to be a more familiar term.

- HOMEMAKER/HOUSEWIFE — The term *housewife* locks only women into the at-home role and implies a particular marital status. *Homemaking,* on the other hand, is a job, of which housework is only one function.

> Some female participants, perhaps sensitive to their own role in the home, became defensive about this word pair.
>
> Don't let people lose sight of the fact that no one is advocating that women abandon their roles in the home — just that in today's world, such an option should be open to *both* sexes.

The remaining pairs focus on adjectives that reinforce certain sex stereotypes:

- CURIOUS/NOSY — Inquisitive men are often called curious, but women are nosy.
- EASYGOING/FRIVOLOUS — Again, the former term is often used to describe men, the latter for women.
- ABSENT-MINDED/SCATTERBRAINED — The female counterpart of the "absent-minded professor" is often a "scatterbrained female" or "dizzy dame."
- PLANNERS/SCHEMERS — Men are often the planners, women the schemers.

Here one participant made an interesting observation: If both sexes *scheme,* the woman is labeled 'underhanded,' while the man is given credit for 'making a deal.' "

Note: The ten word pairs above were used in the pilot workshops because they touched upon a number of issues related to sexist language. However, other examples might be used; feel free to add or substitute your own choices.

Before going any further, the leader should take a few moments to sum up the main points:

- Many words are "loaded," carrying with them images that mold people's conceptions of what a man is, what he can be, how he acts and what a woman is, what she can be, how she acts.
- All people are affected by language, often on a subconscious level. When teachers are aware of sexist language, they can begin to change the way they speak and behave in the classroom.

Task Cards

Introduce the next phase of the workshop—working on task cards: "We're going to examine some of the ways we can use what we've learned about language in the classroom and at administrative levels. To make you aware of some of the ways a non-sexist approach to language can be integrated into existing early childhood programs and to look at some of the other ways language affects teachers' and parents' attitudes, we will work on five different task cards.

Give each group one of the five task cards and ask them to react to the questions posed on these cards. Have one person jot down the group's responses. Tell the participants they'll have about ten minutes for this discussion, after which time they will share their experiences with everyone in the workshop.

When the small groups are ready to report, hand out a sheet that lists all the tasks (make duplicate copies of page 72 in this manual). In this way, all participants can read the other groups' tasks.

TASK A:
A teacher greets each child in the morning. To the boys/she usually makes a remark such as "John, I'm so glad you brought that kite in. The class will enjoy flying it. We will see how high we can make it go and how much string we will need." To the girls/she comments, "Hello, Janie. Is that a new dress you're wearing? You look very pretty."

64

What effect will each type of greeting have on the boys and girls? Talk about some other ways of greeting children.

The way a teacher greets a child also defines the child. This task card focuses on common sex-role stereotypes — boys are active thinkers; girls are more concerned about their appearances. Of course, such generalizations are false — and it's a teacher's responsibility not to perpetuate them.

That boys/men do better in analytical and computational subjects (math, science) may well be a reflection of teachers' expectations and assumptions, beginning as early as preschool.

Sum up the important point: Teachers should try to greet all children in the same way. Even if a little girl comes in and says, "Do you like my dress?" The teacher can challenge the child to think: "It's beautiful. Do you know what kind of material this is? what this color is called? how it was made?"

TASK B:
Policy Item — Sample from Head Start Newsletter

Our goals for each child are to:

1. Recognize his own name and spell out the letters
2. Be aware of likenesses and differences in words around him
3. Begin writing when his small-muscle skills are developed

What is the message of this statement?

How could you help the staff rephrase or write their policies so that all children are included?

Newsletters reflect staff philosphy. The example in Task B is insensitive to sexist language and shows one way women/girls can be excluded: by using the supposed "non-gender" pronoun *he*.

Sum up the important point: In most cases, the easiest way to avoid the use of "he" to refer to both sexes is by putting the text in the plural. With the example given in Task B, this is simple—e.g., "Our goal is for all *children* to recognize *their* own names ..."

At one center, a trainer observed two dramatic examples of sexism: All the boys were called by their names; all the girls were addressed as "Sweetheart." Several identifying signs around the room (for the parents) labeled various types of activities. All active spots were earmarked "he" the passive, thoughtful spots, "she."

TASK C:
POLICE SNAG STOCKING TWINS. Mudville, July 27, 1978 — Robert Washington and Zelda Peters were booked today on charges of grand larceny. According to several policemen, the suspects are the Stocking Twins, two thieves who have hit 17 banks in the vicinity and made off with over $6 million. The Twins' capture comes after a six-month manhunt.

Washington, an unemployed black mechanic, denies that he has had anything to do with the recent robberies. Mrs. Peters, an attractive 23-year-old blond, describes herself as "just a housewife."

The case will appear before Judge Murtaugh. When asked about the case, the lady judge offered no comment, except to say, "When a person commits a crime, he should go to jail."

Find examples of sexist language in the above newspaper story.

Participants might cite several examples of sexism in this story. Sexist words are used throughout. Police*men*, *man*hunt and *he* used generically as in "When a person commits a crime, he ... ." Also, the male robber is referred to by his last name, employment status and race, while the female robber is described by her marital status, age and appearance. "An attractive 23-year-old blond," "just a housewife" and "lady judge" are three other phrases with sexist implications.

Sum up the important point: The newspaper story in Task C exemplifies how facts can be over- or under-emphasized, or in some way distorted by the words chosen to relate an event.

TASK D:
The director of the TCV Center has reviewed ten issues from last year's newsletter and finds that the following topics occur repeatedly:

nutrition and health; news from the classroom, recipes and tips on shopping for food, clothes and household items.

What changes can be made to attract more parents to read the newsletter? What items might be of particular interest to fathers?

Parent involvement is key in Head Start and in many other early childhood programs. A teacher's approach to parents often determines their degree of involvement.

Sum up the important point: The newsletter might incorporate items on sports, fishing, jobs and budgets — all of which might be enjoyed by both parents equally. Be sure participants understand that having a "Father's Corner" still emphasizes that men have very different interests than women. It does not stress the *common* interests both parents have on topics concerning their children.

TASK E:
In Center ABC, the teacher handles a conflict between two children: Mary and Billy are fighting over the same block. Mary hits Billy and the teacher says, "You ought to know better than that, Mary. Nice girls don't hit!" Johnny is sobbing. The teacher says, "Now, Johnny. Be a big boy and don't cry about a little bump."

In what ways does the incident show how language reinforces sex-role stereotypes? How might the teacher have handled the situation in a different way?

Sometimes teachers unconsciously "program" children's reactions with their comments.

Sum up the important point: Rather than expect children to conform to an irrational and unfair assumption of how boys "should" behave (why can't they cry if it hurts?) or how girls "should" act (no one is always an "angel"), teachers should allow students to *be* who they really are.

Naturally, the emotional traits commonly linked with sex roles are also fostered at home. Teachers should attempt to help parents see that a boy who cries or a girl who acts out her anger are giving vent to their "other" sides which is the sign of a mentally healthy child. (See

also "Parents and Non-Sexist Language" on page 69 of this manual.)

Wrap-Up

Summary
Review the various materials used during the session and the kinds of awareness they generated: "We began with 'The Hunts at Home,' an attention-getting story that helped us begin to see the impact of words.

"From there we analyzed word pairs, focusing on the pictures certain words paint in our minds and the kind of subtle stereotyping that affects all aspects of life.

"Finally, we began to close in on the language problem, looking at concrete examples of written or spoken language that might come up in the classroom or in other school-related interactions. We saw how sexist language can limit both adults' and children's potential and can distort their views of themselves and others."

Commitment
One way to judge whether or not a workshop has been successful is by the participants' willingness to make commitments to change. Teachers might resolve to return to their own early childhood settings with a more critical eye and ear:

- Scrutinize more carefully all parent/school communications to screen for sexist language and to make the information relevant to all parents, not just mothers.
- Listen to yourself. Do you say things to children that might reinforce sex-role stereotypes — the activities you praise, the words you use to describe different children? Teachers should try to use language that does not limit either sex
- Make sure that signs, poems and other messages around the classroom do not contain sexist language.

Handouts
Be sure participants receive copies of the items on pages 76-82 to take home with them.

Parents and Non-Sexist Language

- Help parents see how the spoken word influences a child's self-image. Girls who are always complimented on being "pretty" and boys who are told that "big boys don't cry" quickly internalize the implications: Females are valued more for their looks than for intellectual qualities or skills; boys are discouraged from expressing — and, in the long run, feeling — a full range of human emotions. Both result in stifling children's growth, inhibiting them from developing their full mental, physical, and emotional capabilities.

- Help parents become aware of the exclusions of language (terms such as "mankind;" the use of "he" as a generic pronoun), male-oriented job titles (mail*man*; fire*man*), and derogatory references or implications about women that pervade our language (spinster vs. bachelor). Obviously, the use of sexist language is largely out of parents' hands outside the home and in various media. However, once aware of the problem, they can become more conscious of their own patterns of speech, making an effort, whenever possible, to use non-sexist language and to encourage their children to do the same. (A child whose parents call workers by non-sexist terms will imitate the practice.)

- Ask parents to try to discourage sex-related exclusions or name-calling at home. It's natural for children to have same-sex playmates — but this doesn't mean that toys have to be labeled "boy's things" or activities called "girl's games." Often, by being made aware of the benefits of cooperation and equality between the sexes — seeing their parents doing things together, whether it's preparing a meal, washing the family car, or jogging — children get the message that it's "okay" to do the same in their own lives.

Language Workshop: Materials

On the following pages are materials to be used in the language workshop. Leaders will need multiple copies of most of these items and should feel free to reproduce them in whatever quantities are needed.

- "The Hunts at Home" (opening exercise)
- Word Pairs (on index cards)
- Language Workshop Tasks: Reference Sheet
- Task Cards A-E
- Cartoon ("A Humorous Look at Sexism in Language")
- Guidelines for Non-Sexist Expression
- "Because of Sexism in Language"
- "Every Father Should Be a Nursery School Mother ..."

The Hunts at Home

The plumber Hunt was weary from a long day at work, but as she turned the key to open her apartment door, her spirits rose.

"Hi, Hon. I'm home!" she bellowed. "What's for dinner? It smells great!"

"It should smell great," came the indignant reply from the kitchen. Maria Hunt knew her husband was out of sorts. And from experience she also knew that nothing she said or did would perk him up.

"I've been in this kitchen all day. Nice of you to come home just in time to eat it. As for me," Paul said, wringing his hands in the dishtowel, "I'm sick and tired of being a househusband!"

The barrage ended abruptly as the Hunt children, Maria Jr. and Evan, came tearing into the kitchen.

As always, Maria Jr. was the first to get her mother's ear. "Oh, Mom, I'm so glad you're home. That male teacher of mine gave us the try-out rules today. He said, "If a student is less than 5'3", she can't try out for the team.' "

"Is he crazy, that teacher of yours? Just like a man to make a big deal out of nothing. You're every bit as much a woman as someone twice your size!"

With that, Evan cut in — by dangling his latest knitting project in his mother's face. Evan, like most boys, wasn't particularly forceful. Even as his mother turned to face him, he wondered — as he often did — whether his knitting deserved as much attention as his sister's basketball problem. And, to be honest, it didn't.

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Word Pairs

HUMANITY/MANKIND	FOREMAN/SUPERVISOR
FIREMAN/FIRE FIGHTER	FATHERLY/MOTHERLY
SPINSTER/BACHELOR	HOMEMAKER/HOUSEWIFE
CURIOUS/NOSY	EASYGOING/FRIVOLOUS
ABSENT-MINDED/SCATTERBRAINED	PLANNERS/SCHEMERS

Language Workshop Tasks: Reference Sheet

Task A.

A teacher greets each child in the morning. To the boys s/he usually makes a remark such as, "John, I'm so glad you brought that kite in. The class will enjoy flying it. We will see how high we can make it go and how much string we will need." To the girls s/he comments, "Hello, Janie. Is that a new dress you're wearing? You look very pretty."

What effect will each type of greeting have on the boys and girls? Talk about some other ways of greeting children.

Task B.

Policy item — Sample from Head Start Newsletter

Our goals for each child are to:

1. Recognize his own name and spell out the letters
2. Be aware of likenesses and differences in words around him
3. Begin writing when his small-muscle skills are developed

What is the message of this statement?

How could you help the staff rephrase or write their policies so that all children are included?

Note: These two pages will fit on an 8½"x11" sheet.

Task C.

POLICE SNAG STOCKING TWINS, Mudville, July 27, 1978 — Robert Washington and Zelda Peters were booked today on charges of grand larceny. According to several policemen, the suspects are the Stocking Twins, two thieves who have "hit" 17 banks in the vicinity and made off with over $6 million. The Twins' capture comes after a six-month manhunt.

Washington, an unemployed black mechanic, denies that he has had anything to do with the recent robberies. Mrs. Peters, an attractive 23-year-old blond, describes herself as "just a housewife."

The case will appear before Judge Murtaugh. When asked about the case, the lady judge offered no comment, except to say, "When a person commits a crime, he should go to jail."

Find examples of sexist [illegible]age in the above newspaper story.

Task D

The director of the TCV Center has reviewed ten issues from last year's newsletter and finds that the following topics occur repeatedly: nutrition and health, news from the classroom, recipes and tips on shopping for food, clothes and household items.

What changes can be made to attract more parents to read the newsletter? What items might be of particular interest to fathers?

Task E.

In Center ABC, the teacher handles a conflict between two children: Mary and Billy are fighting over the same block. Mary hits Billy and the teacher says, "You ought to know better than that, Mary. Nice girls don't hit!" Johnny is sobbing. The teacher says, "Now, Johnny. Be a big boy and don't cry about a little bump."

In what ways does the incident show how language reinforces sex-role stereotypes? How might the teacher have handled the situation in a different way?

Reproducible Task Cards

Task A:

A teacher greets each child in the morning. To the boys s/he usually makes a remark such as, "John, I'm so glad you brought that kite in. The class will enjoy flying it. We will see how high we can make it go and how much string we will need. To the girls s/he comments, "Hello, Janie. Is that a new dress you're wearing? You look very pretty."

What effect will each type of greeting have on the boys and girls? Talk about some other ways of greeting children.

Task B:

Policy Item — Sample from Head Start Newsletter

Our goals for each child are to:

1. Recognize his own name and spell out the letters
2. Be aware of likenesses and differences in words around him
3. Begin writing when his small-muscle skills are developed

What is the message of this statement?

How could you help the staff rephrase or write their policies so that all children are included?

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POLICE SNAG STOCKING TWINS, Mudville, July 27, 1978 — Robert Washington and Zelda Peters were booked today on charges of grand larceny. According to several policemen, the suspects are the Stocking Twins, two thieves who have "hit" 17 banks in the vicinity and made off with well over $6 million. The Twins' capture comes after a six-month manhunt.

Washington, an unemployed black mechanic, denies that he has had anything to do with the recent robberies. Mrs. Peters, an attractive 23-year-old blond, describes herself as "just a housewife."

The case will appear before Judge Murtaugh. When asked about the case, the lady judge offered no comment, except to say, "When a person commits a crime, he should go to jail."

Find examples of sexist language in the above newspaper story.

Task D
The director of the TCV Center has reviewed ten issues from last year's newsletter and finds that the following topics occur repeatedly: nutrition and health, news from the classroom, recipes and tips on shopping for food, clothes and household items.

What changes can be made to attract more parents to read the newsletter? For example, what items might be of particular interest to fathers?

Task E:
In Center ABC, the teacher handles a conflict between two children: Mary and Billy are fighting over the same block. Mary hits Billy and the teacher says, "You ought to know better than that, Mary. Nice girls don't hit!" Johnny is sobbing. The teacher says, "Now, Johnny. Be a big boy and don't cry about a little bump."

In what ways does this incident show how language reinforces sex-role stereotypes? How might the teacher have handled the situation in a different way?

A Humorous Look at Sexism in Language

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Guidelines for Non-Sexist Expression

1. Discussion

a. As the Military Academy moves to a fully coeducational environment, the elimination of all forms of sexual bias is a matter of professional concern for the Staff and Faculty. Though not as damaging as some other forms of discrimination, sexist rhetoric is nonetheless irritating and offensive. A failure to avoid such language is a failure to achieve an acceptable standard of professional behavior.

b. The word "sexist," the sexual equivalent of "racist," connotes prejudicial discrimination based on a person's gender. At one time it described only acts reflecting conscious prejudice against the female sex. With increased awareness of the problem, however, came the realization that sexual discrimination was not entirely the result of conscious prejudice, but rather the derivative of language patterns. In the English language, certain words and phrases, written or spoken, have sexist connotations which, if improperly used, are offensive. Thus the term "sexist" has evolved to include any arbitrary or perjorative stereotyping of males or females based on their gender.

c. A complete catalog of sexist expressions in the English language would be a rather large book. This memorandum does not purport to be all-inclusive; nonetheless, it is meant to foster awareness of the problem and set standards of usage that are at once clear, accurate, and non-prejudicial. The problem of sexual discrimination in language is complex, with some aspects admitting no easy or graceful solutions. Furthermore, it is bad judgment to read sexist bias into clear, unambiguous expressions and to translate effective prose into self-conscious, anti-sexist jargon. Sensitivity, imagination, and concern in these matters, coupled with professional commitment to the well-defined goals of the Military Academy, will achieve the straightforward, effective, unbiased style that this national institution seeks. The following [guidelines] contain illustrative examples of common inappropriate usage revised into acceptable appropriate expression.

2. Illustrative Examples

a. In general, avoid unnecessary differentiations as to gender unless they are pertinent to the subject matter. Test a gender reference by substituting the opposite gender to determine whether or not "male" or "female" affects the essential sense of the expression. Cadets, for example, should be called "cadets." There are few necessary references to *male* cadets, and there should be few references differentiating *female*

Memorandum from the Department of the Army, United States Military Academy, West Point, New York 10996, dated 2 August 1977.

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cadets. Further, there should be no references to "girls" or "girl cadets," since "girl" may have the same perjorative connotations as "boy."

INAPPROPRIATE: girls, boys
APPROPRIATE: cadets; or (where distinction is necessary) female cadets or male cadets.

INAPPROPRIATE: Three girls completed their papers early.
APPROPRIATE: Three cadets completed their papers early. Two female cadets and one male cadet completed their papers early.

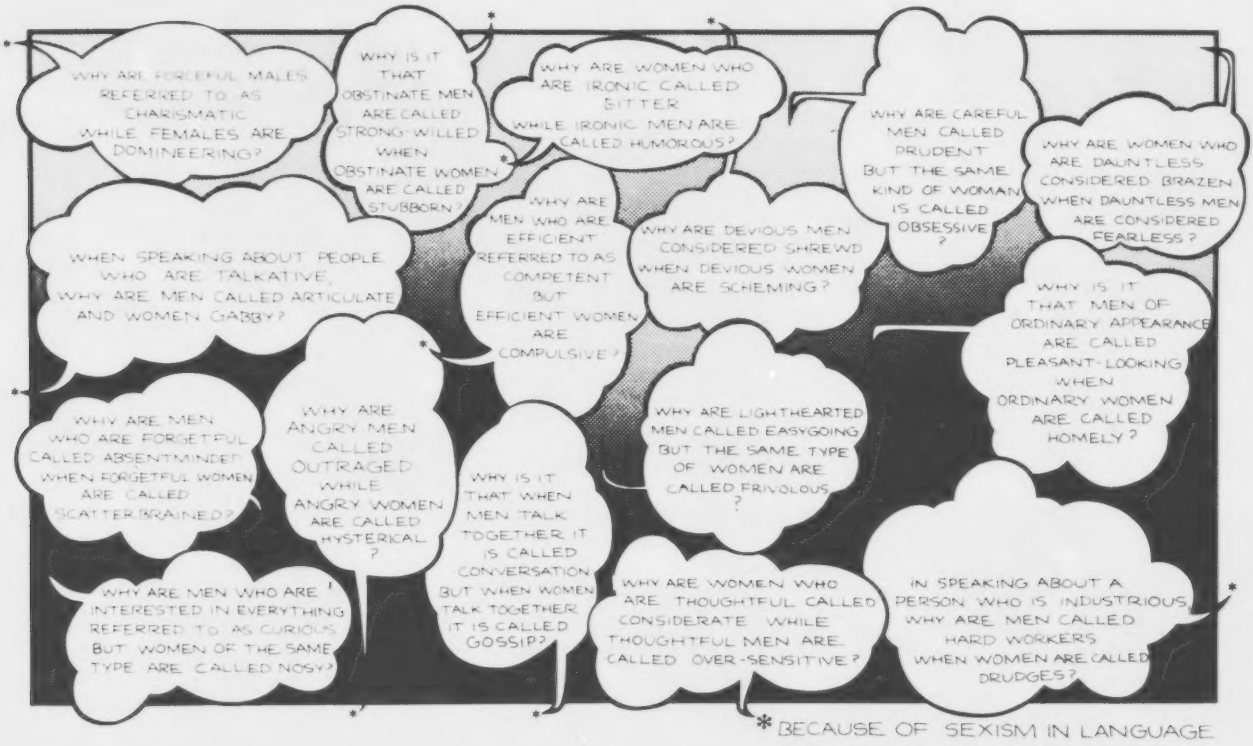
b. If there is an equal opportunity for a male or female to do something (membership in an extracurricular club, for example), address both sexes with a plural term.

INAPPROPRIATE: A cadet should indicate his preference by filling out the necessary forms.
APPROPRIATE: Cadets should indicate their individual preferences by filling out the necessary forms.

c. At times, however, simply shifting from the singular to the plural can change the intended meaning. Care must be taken to retain the sense of the passage while removing sexist implications.

INAPPROPRIATE: A cadet worries about his grades.
INAPPROPRIATE: (shift of sense): Cadets worry about grades.
APPROPRIATE: Individual cadets worry about their own grades.

Because of Sexism in Language


WHY ARE FORCEFUL MALES REFERRED TO AS CHARISMATIC WHILE FEMALES ARE DOMINEERING?
WHY IS IT THAT OBSTINATE MEN ARE CALLED STRONG-WILLED WHEN OBSTINATE WOMEN ARE CALLED STUBBORN?
WHY ARE WOMEN WHO ARE IRONIC CALLED BITTER WHILE IRONIC MEN ARE CALLED HUMOROUS?
WHY ARE CAREFUL MEN CALLED PRUDENT BUT THE SAME KIND OF WOMAN IS CALLED OBSESSIVE?
WHY ARE WOMEN WHO ARE DAUNTLESS CONSIDERED BRAZEN WHEN DAUNTLESS MEN ARE CONSIDERED FEARLESS?
WHEN SPEAKING ABOUT PEOPLE WHO ARE TALKATIVE, WHY ARE MEN CALLED ARTICULATE AND WOMEN GABBY?
WHY ARE MEN WHO ARE EFFICIENT REFERRED TO AS COMPETENT BUT EFFICIENT WOMEN ARE COMPULSIVE?
WHY ARE DEVIOUS MEN CONSIDERED SHREWD WHEN DEVIOUS WOMEN ARE SCHEMING?
WHY IS IT THAT MEN OF ORDINARY APPEARANCE ARE CALLED PLEASANT-LOOKING WHEN ORDINARY WOMEN ARE CALLED HOMELY?
WHY ARE MEN WHO ARE FORGETFUL CALLED ABSENTMINDED WHEN FORGETFUL WOMEN ARE CALLED SCATTER-BRAINED?
WHY ARE ANGRY MEN CALLED OUTRAGED WHILE ANGRY WOMEN ARE CALLED HYSTERICAL?
WHY IS IT THAT WHEN MEN TALK TOGETHER IT IS CALLED CONVERSATION BUT WHEN WOMEN TALK TOGETHER IT IS CALLED GOSSIP?
WHY ARE LIGHTHEARTED MEN CALLED EASYGOING BUT THE SAME TYPE OF WOMEN ARE CALLED FRIVOLOUS?
WHY ARE MEN WHO ARE INTERESTED IN EVERYTHING REFERRED TO AS CURIOUS BUT WOMEN OF THE SAME TYPE ARE CALLED NOSY?
WHY ARE WOMEN WHO ARE THOUGHTFUL CALLED CONSIDERATE WHILE THOUGHTFUL MEN ARE CALLED OVER-SENSITIVE?
IN SPEAKING ABOUT A PERSON WHO IS INDUSTRIOUS, WHY ARE MEN CALLED HARD WORKERS WHEN WOMEN ARE CALLED DRUDGES?
* BECAUSE OF SEXISM IN LANGUAGE

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Every Father Should Be a Nursery School Mother at Least Once in His Life

by Paul E. Hopkins

I didn't plan to be a nursery school mother. I really thought I was agreeing to be a "participating parent." This vocabularly change was a beginning attempt at eliminating sexism. But, as I was soon to learn, the change so far has been primarily in title alone. And so I became a nursery school mother.

Based on quite sound educational principles, a co-op nursery school is a learning experience for three-, four-, and five-year-old children. The unique element in the co-op is the regular and active involvement of parents in the children's learning. Instead of consigning all teaching responsibility to a hired teacher, parents participate once or twice a month as assistants with the teacher. In addition, management responsibilities (from handling the budget to cleaning the aquarium) are also carried by parents of enrolled children. So it is a "people's school" in a very real sense.

Believing very strongly in parental involvement in education, my wife, LaDonna, and I settled upon a co-op preschool as a logical choice for acting out that philosophy. We were both employed full time, so we weighed carefully the demands which would be made upon our time. Since I had some flexibility in my daily work schedule, we chose a school near my office and designated me as "participating parent." To us this meant that I would have primary responsibility for monthly participation in the classroom as well as other related duties. At least that's what it meant to us.

Our first exposure to the nursery school culture, and consequently our first enlightenment, came in attending the first parents' meeting of the year. One of the first tasks was to get acquainted with other parents (mostly mothers) in Sean's class. The process suggested by the father who had been asked to preside was that we form groups of three and discuss questions which he had prepared. The idea was good. It's just that I resented having to "count off by nines" before each question. Was my son in nursery school, or was I? Maybe the real reason I resented that process, however, was that I was a "5" three times, and another mother was a "5" all five times. We got acquainted very well, but I hardly met any of the other parents.

Then we got down to the real business of the evening — the election of class representative. I guess I should have figured out how the game was

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played as soon as Bob asked, "Before we go to the trouble of having an election, we might first see if there are any mothers who want to volunteer." No mothers immediately volunteering, Bob went on, "On your pieces of paper, then, write down the name of a mother who you think would make a good class representative."

"You mean a mother or a father, don't you Bob?" I asked naively.

"Fathers probably couldn't make the meetings once a month in the morning, what with work and all," Bob replied.

"I suspect some fathers could if they wanted to," I persisted. (Visions of men I had known darting to Lion's Club and Jaycee's meetings in midday flashed through my head.)

At this point I overheard Bob's wife whisper to him, "He's going to be participating in school this year."

"Oh, uh, of course, I suppose it might be possible for a father to be class representative, if he could do it." (Restrained and nervous laughter.)

Click! (Men can have "clicks" too, you know.)

With that introduction, I came to realize what I was dealing with. And it really didn't get any better all year. I continued to be "our father," as the teacher kept calling me in introductions.

For instance, whenever I was to participate, I knew very well that I would be "Mother II" rather than "Mother I," because "Mother II's" responsibilities (according to the wall chart) included overseeing play at the workbench and with the big blocks and trucks. "Mother I," on the other hand, had responsibility for overseeing painting, craft work, and the like. Furthermore, "Mother I" had the responsibility for cleaning the bathroom after class was over, a responsibility for which I was obviously unsuited.

It even became difficult for me to do the jobs which I was assigned, like cleaning the paint brushes and mixing the juice. On several occasions as I started to work on this job — and sometimes before I could even start — "Mother I" or another mother who just happened to be there would quickly jump in — "Here, let me do that." Perhaps those skills should be beyond my grasp?

It's not that I minded somebody else doing my work for me. I'm always glad to loaf. But I do have some concern about what these actions were teaching the children as well as what they were reflecting about the women's images of themselves and of their husbands.

And more specifically, I remain concerned about the larger significance of the whole nursery experience. For example, the gifts that were created for Christmas and for Mother's Day. At Christmas it was a delightful little recipe holder constructed from a clothespin. But it was clearly labeled "For Mom." Now in our house at that time, it was my turn to do the cooking. But more than that, even if Mom happens to do the cooking, don't both Mom and Dad (and the kids, too, for that matter) profit by eating the food prepared from the recipe? For Mother's Day the creation was a pincushion made from half a Styrofoam ball, covered with scraps of material, and inserted in a plastic cap from an aerosal can. I wonder if mothers ever receive tool kits or desk pads?

The "mother-oriented" philosophy continued, of course, through the administration of the school. While we had agreed that I was to be "participating parent," it was LaDonna who was asked to represent our co-op at the "important" monthly city-wide council meetings (where, she tells me, there is an occasional man present — as speaker). Whenever Susan calls to discuss a school-related matter and I answer the phone, she asks to speak with LaDonna — as if I might be too busy or too uninformed. And I'm sure I needn't tell you the gender of the officers of the co-op.

I could continue to vent my frustrations about incidents occuring in this co-op environment. But despite those frustrations, I have to affirm the experience as a good one for me. It has been good for my relationship with Sean as we have shared in that school experience together regularly. And I believe it has been good for him as well as other children as they see that fathers can also help make a pincushion and go on field trips to the farm during the day.

More than that, however, it has been a sensitizing experience for me. It has sensitized me, first of all, to the world in which many women are expected to live all of the time. It's a world, I've learned, where one's schedule is expected to be flexible enough to be changed at the ring of a telephone (even when it is explained that that's not so). It's a world where it is assumed that fathers have much more important things to do than be fathers, much less help mix juice and clean toilets. It's a world where conversation about recipes is certainly considered more important and appropriate than conversation about politics. And it's a world where there are a lot of small tasks and detailed planning that must be done by someone — but are rarely noticed.

And it has also sensitized me to how it feels to be discriminated against — in whatever way. To be patronized (matronized!) is no fun. To be the token father inevitably breeds a feeling of being outside looking in. To always have to assume that they also mean you when they say "mothers" (men? Dear Sir?) breeds uncertainty, insecurity, and eventually anger. I don't care if it is silly, or playing word games, I want the terminology to be "parents," "mothers and fathers," or "men and women."

I suppose I'm lucky, because I don't have to remain an "outsider," a powerless one. If I didn't have my "normal" world to escape to, it might begin to get me down. But I do have that "normal" world where I'm in charge, where I know I'm included, where I do "important" things (because the world affirms them as important). On the other hand, I guess I have to question how "lucky" I am. Because now I know a little about what it's like on the other side. And it scares me in terms of what that says about what I — and other men like me — are doing and maintaining.

To other fathers I say, "Try being a participating nursery school parent. You'll never be quite the same."

James Levine

Section **IV**

Creating a Non-Sexist Environment: Practical Strategies

Refocusing Traditional Curriculum Areas

Creating a non-sexist environment doesn't require many special materials or a radically different curriculum. It is more a matter of refocusing traditional classroom activities. Thus, in an effort to provide what teachers need most — practical techniques — we have excerpted the following

material from *Non-Sexist Education for Young Children: A Practical Guide* by Barbara Sprung(Citation Press, 1975).

Housekeeping Area

Here are some ways teachers can open up the housekeeping area and begin to free it of its ingrained role divisions.

Clothing and props: What kinds of male and female clothing does it have? Does the female clothing consist of frilly hats, pocketbooks, lots of beads and earrings, spikeheeled shoes, and long, fancy dresses? Does the male clothing consist of fire hats, construction helmets, man-sized jackets, and shoes? If so, these props are helping to perpetuate stereotyped views of men and women. By changing the selection to more comfortable contemporary clothing, changes can begin to be effected.

For example, one teacher noted that by providing more small suitcases and briefcases and fewer pocketbooks more boys and girls began playing dramatic roles about going to work. Most men's clothing is so large and unmanageable for little boys that they tend to dress up less than girls. Instead of using adult male clothing, try larger boys' sizes in jackets, shirts, and shoes. These are much more comfortable and encourage use. Tailored shirts make functional dress-up clothes for both girls and boys; for instance, a work shirt is a good construction outfit for both. Half slips make fine skirts, which fit far better than women's dresses, and simple short nightgowns with shoulder straps make "fancy" dresses that are easy for children to handle. It is also a good idea to have some lengths of material and cloth that the children can fashion into any costumes their imaginations dictate.

Cooking

Closely related to the housekeeping corner, yet serving a more strictly functional purpose, is cooking. Cooking enhances an early childhood program on many levels. It is a life skill that requires knowledge of math, science, safety, language, hygiene, nutrition, and aesthetics. When children cook, all their senses, as well as their intellects, are involved in the process. It would be hard to find another life skill that calls for such a fusion of abilities and feelings. With all its inherent possibilities, it seems a real educational disservice to deprive a child of either sex of the cooking experience. Yet cooking is often conceived of by parents and teachers as appropriate only for girls. Children invariably perceive of cooks as women, despite the fact that many men cook for a living, and chefs with the most status and prestige are usually male.

The stereotype of the woman cook abounds. Few fathers share this job at home, and on TV, cooking is one of the few things women are shown doing. In children's books, mommies are always baking or preparing dinner or lunch. Daddy is shown eating but never preparing food. Whitney Darrow's book, *I'm Glad I'm a Boy, I'm Glad I'm a Girl* (Simon & Schuster, 1970) has a page that reads, "Boys can eat. Girls can cook." The implication is that boys can't cook and girls can't eat.

To counterbalance this very prevalent stereotype and stop denying boys the pleasures and learning that cooking brings, teachers and parents must

do everything they can to see that both sexes feel free to cook in school. How can this be done? It bears repeating that young children learn best through example and experience.

If children see men cooking, it will help them accept cooking as a skill performed by *people*. If male staff is not available to cook with the children, arrange for a male family member to come and do it. If this is not possible (usually all you have to do is ask), there must be some male member of the community who would be delighted to share his skill with the children. Try to vary the ages of the visiting cooks. Perhaps a grandfather, uncle, or teen-age boy would help out as well as a father-aged person. This will help reinforce the feeling that cooking is a life skill all people need to have.

Blocks*

Here are some specific suggestions to stimulate block play:

- When children are ready to start the day, as suggestions are made and questions asked, make block building one of the activities consistently mentioned to girls, as it is usually offered to boys. Go one step further by saying, "You know, I haven't noticed you using blocks; that might be a fine place for you to work today." To extend this even further, a couple of girls might be approached with, "What would you like to build together?" or "Remember when we went to the store to buy fruit yesterday? Maybe you can make a fruit store with the blocks. I'll come and help you get started." Of course, teachers' statements will depend on the age level, the individual child, and the liveliness of the classroom activities.
- Once girls do start building, both boys and girls must be helped to accept the situation. Girls might need consistent encouragement for continuity of effort. Boys might need help to accept an "intrusion" into male territory. This might be particularly true in situations where girls seldom enter the block area and when boys are active, engrossed participants.
- Discussions, especially with kindergarten-age children, are a definite asset in promoting and extending the dramatic play that accompanies block building. In group discussions teachers can be mindful of including girls through questions, comments, posing of problems, and drawing them into the group situation.
- Trips are necessary for sustaining and extending block play. This is the constant source for replenishing and refueling the content of dramatic play, since the focal point of such play is the reconstruction and reformulation of reality. Trips to local stores, fire stations, and the like are known standbys, but in these very familiar resources one will find sexist pitfalls. Girls must be able to find exciting, challenging roles to emulate from experiences in the real world. Such roles will be easier to locate as sex barriers in the job market fall and girls find women in a variety of interesting positions. Meanwhile, teachers must make special efforts to locate women who are plumbers, carpenters, police officers, construction engineers, marine biologists and in other jobs that excite and stimulate the imagination of children.

*Written by Harriet K. Cuffaro, Graduate faculty, Bank Street College of Education. In *Non-Sexist Education for Young Children: A Practical Guide*.

- Many accessory materials, such as rubber and wooden people, supplement block play. Until recent years, these have been stereotypic, standardized figures. Not only have the professions represented among community workers always been male (with the exception of a lone nurse), but for many years there were further limitations in that the father was pictured with a newspaper and the mother with apron and a baby painted in her arms, thereby making it impossible to use the female figure for anything other than a mother role. We are pleased that there are now available on the commercial market multiracial male and female community workers to be used with blocks. This will certainly encourage girls to participate. As one eight-year-old girl said upon seeing these new figures. "Oh, this will make pretending much easier."

Outdoor Play

Outdoor play offers enormous potential for children to move fully through space, an impossibility in the classroom, regardless of its size. It is mainly outdoors that motor development takes place through such activities as walking, running, climbing, wheeling large objects, and swinging. Muscular development also occurs by carrying hollow blocks, boards, sawhorses, and similar materials that are simply too large to fit indoors in most schools. Ball games, running games, and other activities that increase coordination are also best suited to outdoor play.

This is not to say that all outdoor play must be vigorous and involve running and shouting. Dramatic play occurs outdoors as often as indoors. However, although house play certainly occurs outdoors as well as indoors, outdoor dramatic play is more likely to involve transportation (driving a bus or train, riding on a boat), hiding, chasing, and escaping (robbers, Batman), and building large structures (spaceships and stations, airplanes), and it generally requires louder voices and larger, freer movements. Even sand and water play take on different dimensions under the sky. Outdoors, children needn't be much concerned with the consequences of spilling and splashing.

Finally, there is the sense of joy and freedom that the larger outdoor space provides; children express this, not often in words, but in running, shouting, and jumping as soon as they move from indoors to out.

Unfortunately, not all of the above-mentioned joys are experienced by many girls, for it is outdoors where one sees the clearest division of children along sexist lines. By the time they reach preschool, too many female children have already learned that it is considered unseemly for girls to use their physical selves with abandon. It is expected that boys will be noisy, dirty, and physical and that this is normal and contributes to their growth and development. Girls are not expected to get as dirty as boys, and they are taught that they must be careful of their clothes and appearance even at three years of age! These expectations stifle freedom of movement, and it can safely be said that by the early elementary years many girls have developed an aversion to physical education and outdoor play, which is directly related to the societal messages they have been receiving.

What can teachers and parents do to free girls (and some boys) of the inhibitions that keep their outdoor play from being the source of learning and physical development that it should be? First, as in all other areas, they must heighten their own awareness of the messages they give children.

A teacher who was examining her own attitudes about outdoor time told us:

"I realized that I was the perfect role model of the shivering, inactive female for my class. I feel the cold very easily, and I found myself standing in a state of frozen tension, so constricted that I could hardly move, and counting every moment to "going in" time. Then I decided to do something to improve my situation and the image I was presenting to the children at the same time. I began to wear warmer pants and to bring lined boots on cold days, and I kept an extra old sweater near the cubbies. But, more important than dressing, I learned some exercises that increase circulation. One of these is used by police officers on the beat and consists of vigorously swinging your arms across your chest! Naturally, the children were fascinated by this aspect of a police officer, and many little cold ones began to imitate my exercise, thereby warming themselves instead of begging to go inside. I also ran in a large circle and soon the Pied Piper syndrome took over and I'd have a following.

"When I thought about it, I had done nothing inventive, just two or three common-sense, ordinary things, but they helped me and my children cope with cold weather so much more effectively!"

Another thing teachers can do is to refresh their own thinking and then articulate the goals of outdoor play to parents. Very often parents are unaware that outdoor play has an important rationale in the preschool program and consider it as just a fun time for the children, with no educational purpose. Usually, there is a meeting with parents at the beginning of the school year, and this is a good time to acquaint them with the educational importance of the outdoor time.

Also, teachers have to ask themselves if they are bothered, due to their own conditioning about what is appropriate behavior, by girls who are loud and play as roughly as boys. If they think that it is not appropriate behavior for girls, the girls will pick up this feeling with that special instinct children have for adult disapproval. Conversely, if the expectation is that all children play vigorously, the children will also pick this up.

Recently, we were observing outdoor time in one of our demonstration centers and were immediately struck by the different quality of the girls' activities. They were vigorous, not house-play oriented; they

ran, climbed, shouted, and were thoroughly adventuresome. When we discussed our observations with their teacher, she told us it hadn't always been that way. She said she had made herself be a role model, often running and playing ball and always encouraging this kind of play. Our visit was in February, and her attitude and encouragement had already produced the changes we saw.

Another way to encourage children is to take every opportunity to make them aware that climbing, jumping, and running help them to grow. Children are always fascinated when they become aware of a process, and they will surely better appreciate and understand their bodies if their insights into how they grow are increased. This knowledge is part of the healthy self-image we want all children to have.

Circle games, pitching games, and ball games are some of the more structured activities that may help involve less active children. Often children make up their own variations of the popular games.

Workbench and Shop

Workbench and shop experiences provide young children with life skills that every independent person needs to know — how to construct useful items from wood and how to mend and fix. Shop also provides endless opportunities to use mathematics in an applied way and concretely demonstrates to children the importance of this skill. In addition, shop is one of the more product-oriented activities for young children and provides a sense of accomplishment in making something.

Very young children (three and up) are able to competently hammer, saw, and nail with much less adult help than most people think. Again, it's a question of expectations, and children will quickly feel an adult's sense of confidence or lack of it and perform accordingly. In addition to adults often underestimating *all* children's ability to work with tools and wood, shop is one of the areas in a classroom or school where sexist attitudes are most blatant.

Carpentry and construction have been a "man's" job through the ages. Whitney Darrow, in his now infamous (and out-of-print) book *I'm Glad I'm a Boy! I'm Glad I'm a Girl!* states it all in six words: "Boys build houses. Girls keep houses." Indeed, schools in America have kept this idea alive by excluding girls from shop and boys from home economics courses until very recently. Many schools still have exclusive practices and probably will continue to until parents, students, and teachers pressure administrators to obey Title IX of the 1972 Education Act, which prohibits such discrimination. Our attitude is that to become independent adults who are capable of caring for themselves, boys and girls need to know at least basic carpentry and basic home economics skills. The time to begin teaching these skills is in the preschool years.

Remember the math and science skills that can be learned in shop. One must measure, count, balance, and level to construct properly. Rhythm and coordination are involved in hammering and sawing. Judgment and

estimating skills are also learned. One must be well organized and plan ahead for the size of the nails needed, the thickness of the wood, the shape of the construction, and the trimmings it will need.

No child should be excluded from experiences that provide such possibilities for learning. Yet girls are usually systematically excluded from shop experiences because Western society has deemed this activity appropriate for boys only. Even in schools where boys and girls do woodworking, it has been observed that boys are given more independence and encouragement than girls. Many shop teachers seem to think that girls are less capable and require more help. Typical remarks heard go like this: "That's fine, Ted — you can do it all by yourself." "Here, Mary, let me help you with the nailing. We don't want any hurt fingers."

If teachers and parents want their children to have mutual respect for each other and if they agree that both girls and boys have equal needs to become competent, it is their job to help children acquire the skills to do so. To succeed, adults must stop fostering less competent behavior in girls by perpetuating a double standard of expectations.

Reevaluating Early Childhood Units of Study

A non-sexist approach can easily be incorporated into most of the units of study common to the early childhood classroom. Below are several examples:

Families

All early childhood programs contain some study of the family. Families are what the young child knows best, and there are many possibilities for expanding and enhancing this base of knowledge.

The main thrust of a family study is to help children broaden their views of family. We want children to both accept and enjoy the fact that there are many variations in how many people make a family and who these people are. It is a formidable task to fight the media stereotypes, but the schools are the best places to begin to do so, especially if they can enlist the cooperation of the children's families. Together, school and home compose the largest force influencing a child's life. If teachers help children to feel as positive as possible about their own families and to accept and respect the families of their peers, they will also be helping them to build a positive self-image about themselves. However, to do this, teachers must first look more broadly at their concepts of family. They must learn to appreciate and respect the variety of existing life styles and must convey this appreciation and respect to their children through both attitudes and classroom projects.

How to begin: The best way to build any unit is to begin by finding out what the children already know. This enables teachers to avoid spending

*Note: Most of the curriculum activities described above were designed for four- and five-year-olds. They should be scaled down considerably if used with three-year-olds.

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too much time on material that is already familiar and well understood. It also clarifies, at the outset, any misconceptions children may have about a given subject, in this case families.

> One suggestion for starting a discussion about family is to read a story about one. Instead of choosing a typical story with the proverbial nuclear family, try one such as *Joshua's Day* by Sandra Surowiecki or *Martin's Father* by Margrit Eichler, which are about children who live in one-parent homes. If the children you teach are predominantly from one ethnic or racial group, it would be better to choose a story dealing primarily with that particular group. However, if such a story is not readily available, the teacher can make one up or use a story about an animal family, which has no fixed ethnic or racial identity, to start the discussion.

Visits: After the children have talked a few times about their individual families and have written an experience chart so that all the information is recorded, it would be a good idea to schedule some school visits by members of the children's families. Personalizing of this sort is very important to young children. Try to invite the least stereotyped people first. For example, if an uncle or grandfather or teen-aged brother cares for a child, try to have this person come to school and share part of the morning with the children. We do not mean to imply that a mother or father is not welcome to visit, but these are the easier experiences to arrange, and since we want to open up the children's views on family, other, less conventional visitors should be especially sought out.

Through these visits, it is hoped that the children will be exposed to men and women of all ages who spend part of their time caring for children. We feel this will help combat the stereotyped attitude that only women are nurturant and that only mothers take care of children's needs. Also, a unit such as this is an excellent way to involve family members in the school life of a child. People often feel they are not welcome in school, and this unit should help them to feel more needed and welcomed.

Making family books: Books made by the children are a fine way for them to record their family study. Each child can make an individual book to take home and also contribute to a class book on which all the children collaborate and which becomes a part of the class library.

Another possibility is to let the children make up stories about family life. However, if the stories are fictional, it is important that the teacher help the children to understand the difference between an autobiographical and an imaginary account. Young children often confuse fantasy with reality. While we don't want to stifle imagination, it is important they be helped to distinguish between the two.

Puppets and skits: Often children who have difficulty expressing themselves can do so more easily through the use of puppets. Puppets can be made simply with paper bags and sticks, or the non-sexist family block

accessories can easily be used as puppets by attaching pencils or sticks to the figures with rubber bands so the child will have something to hold. Children can enact simple family situations of their own devising, or the teacher can give a subject such as, "Let's pretend the mother puppet is going to work and the child is staying home with a sitter," and let the children act this out.

A nice finale to a family study would be to have all the children — all those who want to, that is — participate in creating a family mural. A variety of media (paint, crayon, collage) could be employed, and the children can plan with their teacher the format they want for the mural. After the mural is completed, it would be a good idea to display it and the other art works, charts, and books related to the unit and give the children a chance to discuss their feelings about the family study in which they have participated.

Jobs People Do

The world of work is fascinating to young children. Especially interesting to them are those jobs performed in their immediate neighborhood, the functions of which they can readily understand. The so-called community jobs such as fire fighter, police officer, letter carrier, construction worker, doctor, and nurse are those that are most comprehensible and seem most exciting to young children. Until very recently, however, all of these community jobs (except nursing) were performed exclusively by men. Studying the jobs performed in the community furthered the view that it is the men in our society who perform all the important jobs. Even the former terms for these jobs perpetuated the idea that they could only be performed by men, e.g., police*man*, fire*man*, and post*man*. This notion of male dominance is further perpetuated by the media and in early childhood books and materials.

For example, in the 150 readers examined by Women on Words and Images for their study and slide show *Dick and Jane as Victims*, only two stories about mothers who work outside the home were found.

Such materials certainly restrict children's views of the work women do. It must be very difficult for a child of a mother who works outside the home to understand why women are always portrayed in domestic scenes. It is also impossible to use a female figure dressed in an apron or holding a baby in any imaginative play other than house play. Readers and other materials similarly restrict the view of men's roles. Men are always portrayed as active, energetic, positive characters who never despair, never share household chores, or never nurture their children.

However, it is possible, within the framework of a traditional early childhood program, to open up children's views of the world of work and present it to them as much more equally shared by men and women. It is well worth the extra effort to present this more realistic view of work to children; to do so makes children more accepting of people performing nonstereotyped jobs and also shows the many choices they can consider for their own careers in adult life.

How to begin: As in the other units, we feel it is best to begin by finding out what children already know. What is their understanding of work? Who performs what jobs? If you ask children a controversial question such as, "Can a man be a nurse," don't be surprised if you receive a completely sexist response even from a three year old!

- To begin a discussion about work, teachers might read a regular stereotyped book about jobs and then follow it up the next day with a more contemporary book such as Joe Kaufman's *Busy People and How They Do Their Work*, Joe Lasker's *Mothers Can Do Anything*, or Eve Merriam's *Mommies at Work*. The differences between the first and second story should be a catalyst for raising some important questions about work.
- Another way to begin is to show the children some photographs of women and men who are engaged in non-stereotyped work and have them react to the photographs.

After "Jobs People Do" has become a lively topic of discussion, the next step is to have the children research their families to find out what kind of work various members do. The earliest form of research is to ask someone a question, and even three-year-olds can be expected to remember a question and report the answer in school the next day.

Trips and visits: A series of visits, trips, and follow-up activities are effective ways to expose children to the world of work. Children as young as three can learn a great deal from having their own mothers, fathers, and other family members come to school to share their expertise.

The jobs such visitors have do not all have to be non-stereotyped. It's far more important that a child's parent or relative be made to feel welcome and that the job she or he does be treated with respect than that it be especially non-stereotyped. It is also extremely important to include men and women who have a special expertise in a homemaking skill, such as baking, cooking, or stitchery, in this study of jobs. We want children to understand that these are also a form of work.

One of the demonstration centers had already developed a pattern of taking small groups of children to visit their parents at work. They visited local factories, stores, and a hospital where many of the parents worked in jobs ranging from aides to physicians. No more than four or five children went on a trip at one time. They could usually walk to their destinations, although they sometimes took buses and subways.

In addition to tapping parents as rich resources of information about jobs, the community offers a wealth of experiences suitable for young

children. Teachers will need to do a little research to find out what the school neighborhood has to offer in the way of people performing non-stereotyped jobs. Spreading the word about what one is seeking is helpful.

As mentioned earlier, because of media and materials, children overwhelmingly view community jobs as male dominated. This is no longer true; children's perceptions of community jobs can be expanded to include women through a series of trips and visits. Again, teachers will have to do a little prior planning to make sure that female letter carriers and police officers (two favorites of children) are present when the children visit the post office or the police station. If possible, arrange for them to conduct the tour for the children.

Another important aspect of community work is medical care — the work of doctors, nurses, dentists, lab workers, technicians, aides, and so on. These jobs become stereotyped very early in the minds of young children, and the stereotypes often prevail even though the child's own situation is contradictory.

To help children begin to understand that both men and women can be doctors *and* nurses it would be a good idea to have a male and female for each job visit the classroom. We feel that it's especially beneficial to have both a male and a female who perform the same job come together for a visit, since this reinforces the fact that men and women can do most jobs equally.

Construction work is another job that has special appeal for young children. To "build a building" is an important and powerful job that calls for strength and brains. Needless to say, construction work has been, until very recently, exclusively a male occupation and, as was discussed earlier in the section on block building, the male dominance of building work carries over into the classroom. However, nowadays, it is quite possible in most communities to show children that both men and women can build. The number of women architects and engineers is growing every year; you shouldn't have to search too hard to find someone who will share her work with children. It is also becoming easier to find women carpenters and, although still rare, women laborers.

In short, teachers can transform even trips they normally take (and take for granted) into exciting and different non-sexist experiences:

> One trip, although ordinary, worked out quite extraordinarily one year. The children were taking their usual walk to the firehouse in the fall. When a firefighter wanted to dress one of the boys up in the firefighters' clothes, the teacher pointed out to him that a five-year-old girl was every bit as excited as boys by what she was seeing and suggested that he dress her up instead. He did so and also let her "drive" the fire truck and climb the ladder. The teacher photographed the girl in full fire-fighting regalia and also took pictures of her "driving" and climbing. We took the photos, had them enlarged to 8 x 10-inch prints, and made puzzles from them.

Each year after the trip to the fire station, the teacher gave the children a very large carton that they would make into a fire truck, and weeks of dramatic play centering around the trip ensued. This year, spurred by the little girl's excitement and the pictures and puzzles, the girls were much more involved in the dramatic play than they had ever been before. They "drove" the truck, put out fires, and actively participated in painting and designing the truck. The teacher put the words "firegirl" and "firewoman" on the wall alongside "fireboy" and "fireman." (Actually the non-sexist term "fire fighter" would have been preferable.)

Even though these children had never seen a female fire fighter, just a small change in their normal trip was enough to produce noticeable change in their play! In many communities, women are actually actively involved in fire fighting. Even more changes in children's attitudes can be expected when it is possible to give them this kind of firsthand experience.

The Human Body

The following ideas for a study of the human body with young children originated in one of the centers used to field test the non-sexist curriculum detailed in this book. The catalyst for much of the unit was a book in the center that was part of the non-sexist materials we were testing — *Bodies* by Barbara Brenner (see Annotated Bibliography, page 109). It contains photographs of all kinds of bodies doing all kinds of things. Men and women of all ages and children are portrayed actively investigating the world. Whole bodies and parts of bodies are shown. One most important page depicts such essential bodily functions as breathing, eating, moving, sweating, eliminating, and sleeping. There is a photo of two naked little boys playing in a stream and on the facing page one of two little girls playing in a bathtub.

Another page has a picture of a robot with the mechanisms of its insides clearly visible and the following text:

What's a body like?
Is it a machine?
It has parts like a machine.
If you listen hard you hear something ticking inside like a machine.
But . . .
A body is alive.
A machine isn't alive.
A machine has no feelings.
So a body can't be a machine even though it seems like a machine.

These few simple questions and statements are rich stimuli with which to introduce children to an area of study that is of prime importance to their development of self-image — the study of their own bodies.

The children were fascinated by the book and were especially intrigued

by the robot. They wanted to make a robot, and they did, using boxes, scrap machinery, and a battery for the light bulb eyes. Naturally, there was discussion about the connecting parts inside the robot, particularly what connections were necessary to make its eyes light up. The teacher then compared this to the inner workings of the children's bodies and helped them understand that they too had essential inner connections.

Songs and rhythms were also part of the body study. The music and games were not new. In fact, they were familiar to both children and teachers. What was new was the focus. When their old favorite songs became a part of the human body unit, the children and teachers became more aware of the words and more interested in relating them to their individual bodies.

Homemaking

Although it could be considered a part of the "Jobs People Do" unit, homemaking is comprised of so many component parts that we decided to present it as a separate unit.

Our hope is that when experience in homemaking skills is provided to young children and these experiences are related to jobs in the world outside the home, children will gain understanding and respect for this work.

An important part of this unit is to devise activities to help children understand that *all* the areas of homemaking they have explored are also performed in the world of work outside the home. We want children to realize that it takes a most competent person to perform such a wide range of jobs.

We suggest that teachers adopt the term "homemaker" since "housewife" has negative connotations and also leaves out the occasional man who is a homemaker. Next, break down homemaking into its component parts and relate them to jobs that the children are familiar with in the outside world. For example, food preparation can be compared to the restaurant business; health care can be compared to nursing; the coordinating and planning aspects of homemaking can be compared to the work of a business executive; laundry is done by homemakers and is also a business, and the same thing is true of cleaning.

If respect for the profession of homemaking is a part of the life of a child, that child will grow up with this respect and bring it into his or her own home as an adult.

Sports

Sports are an important element of American cultural life. Even very young children are aware that adults consider sports to be very important.

It is important to bring sports into the *educational* experience of children so that their most positive aspects can be emphasized. We see sports as a way to help children develop physically as well as socially and emotionally. If teachers introduce sports into the classroom as activities that are pleasurable for both girls and boys and provide role models of both women and men who enjoy sports, either as amateurs or professionals, they will set a non-sexist attitude from the beginning. In this way the destructive

conditioning that makes girls feel that loving sports conflicts with being female can be avoided.

We feel very strongly that parents should be included in the study. Before beginning the unit, inform parents about the study through a short meeting, as they pick up their children, or by a mailed notice. They need to be helped to understand that girls should participate equally with boys in physical development and to be made aware of the sexist messages little girls are given about sports.

Ask parents to help by obtaining copies of *Sports Illustrated*, which frequently has pictures of female as well as male athletes, or other magazines they find with a sports feature. Be sure to stress that it is desirable for *both* boys and girls to achieve these goals.

Pictures and displays: As the children begin to bring in pictures of athletes, it will be interesting to see if they bring in more men than women. If they do, explain that now women are more involved in sports than they used to be. This might be a good time to introduce several issues of women's sports magazines and show the children all the sports in which women participate. They will probably be surprised at the variety and will need quite a bit of discussion time to incorporate this more equalized view into their understanding.

Concrete sports experiences: As already stated, young children learn best through concrete experience, and it is important to provide them in each area of study. Parents, older children of eight to twelve years, teenagers, older adults, and other community people can be helpful in providing positive sport experiences.

Ask a man or a woman of any age who enjoys jogging or running as a sport to come during outdoor time and lead the children in this activity. Perhaps you can arrange to meet this individual in a park if there is one near the school, or on the roof, or in the play yard. If necessary, this sport can even be done in the street — the children can run around the block. Explain very carefully to the children that the emphasis in running or jogging is not on winning a race but on building a strong heart, building strong legs, building stamina, feeling good, and having fun. The visitor can also describe the clothing and shoes worn for running or jogging, emphasizing their comfort and safety functions. A woman who jogs or runs regularly could explain to the children the importance of non-slippery shoes. Such an explanation can do much to help a little girl who wants to wear party shoes to school every day.

Many preschoolers go ice skating, and they all seem to enjoy the experience. To make skating into a non-sexist sport experience, try to arrange to have a man who figure skates demonstrate his skills. Teachers may have to arrange a trip to a local ice rink or outdoor pond that is thickly frozen in the winter. The most ideal experience would be for the man to "dance" with each child for a few minutes, but if this is not possible, the children can watch him dance a short solo. He can briefly explain the equipment he uses and show the children what exercises he does to keep

himself in good skating condition. Perhaps if each child cannot skate with him, he could lead them all in some warm-up exercises. Another point he should stress is the good feeling he gets from skating.

Baseball is usually the first professional sport that children learn about. Until recently small boys had role models of older boys emulating major league teams in Little League or in less organized community teams. Now, of course, with the court ruling against the male exclusivity of Little League, many more girls are playing this game.

A good way to introduce younger boys and girls to baseball or softball is to have older children demonstrate it. This can be done just about anywhere outdoors — a park would be ideal — but a yard or roof will also do. Explain to the older children that you want to show the class that baseball is a game to be enjoyed by both boys and girls. Ask them to show how they bat, run, slide, throw, and catch and then arrange to let each child try. Encourage the demonstrators to stress the fun and not the competitive aspects of the game.

The older children can tell why they enjoy the game and explain why they wear special shoes, gloves, hats, or other clothing when they play.

The teacher will have to hold a planning meeting with the older children so that they will learn how to most effectively explain baseball to children younger than themselves. They will need to know that they may have to hold some children's hands as they go around the bases and that some may not be ready to try any part of the activity. Activities such as this help older children gain understanding about the feelings, learning styles, and levels of development of younger children. Such experience as "teachers" assist older children to grow up to be adults with greater insight into both themselves and children.

Games and activities: Many of the usual outdoor activities that develop coordination and build large muscle strength and control can be done in the context of a sports program. All that is needed is a little more planning and encouragement on the part of teachers. We certainly are not advocating turning outdoor time into a highly structured activity where children are not free to choose their own play. We do suggest adding some of the following as one of the free choices available during outdoor time.

- Have one teacher or aide lead a ten-minute exercise period in the yard. It can include jumping, bending, running, and the like. Make jump ropes available and encourage boys as well as girls to try. Very young children can simply walk over or under the rope.
- Arrange a pitching game either with a ball or bean bag and a wastebasket or box. This old standby game is often neglected now, but it is an excellent builder of coordination and muscle control.
- Encourage all the children to use the climbing equipment by relating it to growth and development of strength.

Freda Leinwand

Section V

Resources

This Resources unit has been divided into the following sub-sections:

- General Workshop Materials (99)
- Classroom Materials (105)
- Annotated Bibliography of Non-Sexist Picture Books (109)
- Bibliography (114)
- Training Resources (118)

General Workshop Materials

Last-Minute Checklist

Workshop topic/title:

Date: Time:

Place: Traveling Directions:

Contact Person: Number of Participants:

Materials needed:

STAPLES

_____ Magic Markers _____ _____
_____ newsprint _____ _____
_____ masking tape _____ _____
_____ pushpins _____ _____
_____ extra pencils _____ _____
_____ paper _____ _____

HARDWARE (audio-visual materials)

	Center Supplies	Bring Own
_____ 16mm projector/	_____	_____
_____ slide projector	_____	_____
_____ filmstrip projector	_____	_____
_____ take-up reel	_____	_____
_____ extension cord	_____	_____
other: _____	_____	_____
_____	_____	_____

WORKSHOP MATERIALS (task cards/handouts)

_____ children's bibliography _____ _____
_____ classroom checklist _____ _____
_____ adult reading list _____ _____
other: _____
_____

Other: _____
_____

Prepared by Felicia R. George, Trainer/Coordinator, Project T.R.E.E., Non-Sexist Child Development Project, Women's Action Alliance, 1978.

Sugar Cards Warm-Up

In this manual we have suggested using these Sugar Cards as a warm-up exercise for the curriculum workshop (see page 27 for an explanation of how to use them). However, they are equally suitable for any workshop on sexism. Ideally, we would have like the cards to show more minority women athletes and writers, but this is how the Sugar Cards came. If you have access to pictures of a similar size, you can supplement the cards to increase minority representation.

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Carry Nation

OUTSTANDING AMERICAN WOMEN

Carry Nation

She fought for Prohibition with a hatchet, a sack full of rocks or an iron bar. She was hated and feared as she swept through the saloons of Kansas smashing bottles and destroying bars.

Elizabeth Blackwell

OUTSTANDING AMERICAN WOMEN

Elizabeth Blackwell

She was the first woman to graduate from a medical school in the U.S. When she was not allowed to practice in city hospitals, she started her own hospital and fought for the education and acceptance of women M.D.s.

Juliette Low

OUTSTANDING AMERICAN WOMEN

Juliette Gordon Low

She founded the Girl Scout movement in the U.S. in 1912, and she became the first president of the national organization. Troops were formed in every state to provide "womanly training" for girls 7-17 years old.

Louisa May Alcott

OUTSTANDING AMERICAN WOMEN

Louisa May Alcott

Her books capture the problems and pleasures of growing up in 19th century America. Millions of young people have enjoyed reading the story of the March family in her most famous novel *Little Women*.

Harriet Beecher Stowe

OUTSTANDING AMERICAN WOMEN

Harriet Beecher Stowe

Her book *Uncle Tom's Cabin* awakened many Americans to the cruelty and misery of slavery. When President Lincoln met her, he said, "So this is the little lady who made this big war".

Annie Oakley

OUTSTANDING AMERICAN WOMEN

Annie Oakley

She was the finest sharpshooter of her day, and she became a leading attraction in Buffalo Bill's Wild West Show. Audiences loved the "lady wing shot" who could outshoot and outride all her male competitors.

Eleanor Roosevelt

OUTSTANDING AMERICAN WOMEN

Eleanor Roosevelt

During her years as First Lady, she played a more important role in national and international affairs than any other woman had before her. She represented the U.S. at the United Nations and helped formulate and pass the important Declaration of Human Rights.

Pearl Buck

OUTSTANDING AMERICAN WOMEN

Pearl Buck

Her 40 year residence in China provided material for many of her successful books, including *The Good Earth*. In 1938, she became the only American woman writer to be awarded the Nobel Prize.

Clara Barton

OUTSTANDING AMERICAN WOMEN

Clara Barton

She organized volunteer nurses during the Civil War to care for wounded soldiers on the battlefields. Later she founded the American Red Cross.

Harriet Tubman

OUTSTANDING AMERICAN WOMEN

Harriet Tubman

An escaped slave herself, she was an important organizer of the Underground Railroad. She led more than 300 Negro slaves to the free North and was called "the Moses of her people".

Amelia Earhart

OUTSTANDING AMERICAN WOMEN

Amelia Earhart

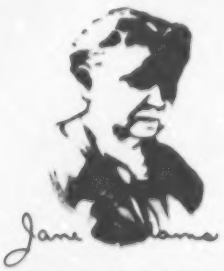
She was the first woman to fly solo across the Atlantic and the first person, man or woman, to fly across the Pacific from Hawaii to California. Her courage is still admired, and her fate is still unknown.

Babe Didrikson Zaharias

OUTSTANDING AMERICAN WOMEN

Babe Didrikson Zaharias

She was outstanding in track events, golf, baseball, basketball, tennis, billiards, figure skating and lacrosse and she held many sports records. She is remembered as the greatest all-round athlete in American sports history.



Jane Addams

OUTSTANDING AMERICAN WOMEN

Jane Addams

She founded Chicago's Hull House in 1889. It was the first social settlement in the U.S. and provided food, job training and health care for the underprivileged and the new immigrants.

Susan B. Anthony

OUTSTANDING AMERICAN WOMEN

Susan B. Anthony

For 50 years she led woman's rights movement with her friend Elizabeth Cady Stanton. She worked for woman's suffrage as a teacher, lecturer and newspaper editor.

Pocahontas

OUTSTANDING AMERICAN WOMEN

Pocahontas

This Indian princess helped the Jamestown settlers. She brought them food, gave them advice and saved the life of Captain John Smith. Later she married John Rolfe, the man who founded Virginia's tobacco industry.

Margaret Chase Smith

OUTSTANDING AMERICAN WOMEN

Margaret Chase Smith

She was the first women to serve in both the House of Representatives and the Senate. She was also the first women to be placed in nomination for the presidency of the U.S. at the national convention of a major party.

Follow-Up Checklist

The checklist below includes several activities and attitudes which the workshop may have encouraged. Please read the list and check off any items which are things you have done or experienced since the workshop on non-sexist education.

Classroom

Ways I have made changes in the practices or set-up of the classroom in order to encourage greater participation in all activities and interests by both girls and boys:

- Used books in discussion to help children examine various role options _____
- Checked books and eliminated some or added others on the basis of their portrayal of sex roles _____
- Encouraged girls to go into areas once reserved for boys and vice versa; for example, changed from arrangement, gave verbal encouragement or served as a role model _____
- Changed pictures and posters to show both girls and boys in a full range of activities _____
- Now call what was once the "doll area" or the "dress up area" the "family area" or "dramatic play area" _____
- Changed signs or posters which used "he" for both boys and girls to "he and she" or "s/he" _____
- Changed the way I speak to the children so that the language is the same for boys and girls _____
- Made other changes in the classroom to encourage a nonsexist approach (please give specific examples):

  _____

  _____

School in General

- Talked informally with my co-workers about workshop topics or related ideas _____
- Organized or helped plan meetings with other teachers or staff to discuss non-sexist topics _____
- Organized or helped plan meetings with parents to discuss non-sexist topics _____
- Changed language in school newsletter, memos or correspondence to be less sexist _____
- Engaged in other activities to encourage a non-sexist atmosphere in our center as a whole (please give specific examples):

  _____

  _____

Prepared by Anne Mulvey, Program Evaluator, Project T.R.E.E., Non-Sexist Child Development Project, Women's Action Alliance, 1978.

- Other activities I've engaged in to encourage a non-sexist atmosphere in our center as a whole (again, please give specific examples):

_____

_____

Personal Behavior/Home Life

- Am more aware of the differences in the ways men and women (girls and boys) are pictured and described in books, newspapers, movies, etc. _____
- Generally shared information from the workshop to make others more aware of the importance and meaning of a non-sexist environment _____
- Discussed workshop ideas with friends or family _____
- Modified my speech in some way to reduce sexist language _____
- Pursued non-sexist topics on my own outside of my workplace (please give specific examples):

_____

_____

Would you like to share any experiences or interesting interchanges that have occurred as a result of the changes you have made since the workshop? _____

_____

_____

Have you participated in any other workshops, courses or other training concerning non-sexism or related topics? Yes _____ No _____

If so, please give details: _____

_____

_____

_____

_____

Classroom Materials

Filmstrips
Scholastic Magazine
50 W. 44th Street
New York, NY 10036

"Explore"—Set of 3 units, each containing 4 sound/filmstrips, student logbooks and teaching guide. Units are designed to aid children in defining work and play. They discuss how an individual's personality and interests influence career choices and they explore several careers. The actual voices of the men, women, girls and boys featured in the filmstrips were taped and provided a very real touch. The program was designed with 4-6 graders in mind but some of the filmstrips are certainly useful for grades 7-8 as well. Not for rent. Sale prices per unit: schools—$99.50; retail—$132.67; individual filmstrips—same school and retail prices as "People Who Work" filmstrip series.

"Five Children" and "Five Families"— A cultural awareness filmstrip program. While not specifically designed as non-sexist materials the filmstrips are unusually sensitive portrayals of a wide variety of family life styles. "Five Families" is about life in a Chinese, Native American, Mexican American, black and white family. "Five Children" shows how children live in various geographic locations. (Available in Spanish and English.) Not for rent. Sale prices (prices are the same for both "Five Children" and "Five Families"): schools—$79.50; retail—$106; individual filmstrips—same school and retail prices as "People Who Work" filmstrip series.

"People Who Work"—Units I & II— Ten color filmstrips with cassettes or records depicting men and women, some at their non-traditional jobs, e.g., female architect, male doll maker. Not for rent. Sale prices: Units I & II— schools $79.50, retail—$106; individual filmstrips—$16 per filmstrip, $8.00 per record or cassette (schools), retail—$21.33 per filmstrip, $10.67 per record or cassette.

Records
Cademon Records
505 8th Avenue
New York, NY 10018

"Hurry for Captain Jane," 1975—Non-sexist stories read by Tammy Grimes. (Other titles for older children also available.)

Free To Be Foundation
370 Lexington Avenue
Room 412
New York, NY 10017

"Free To Be You and Me," Bell Records—A project of the Ms. Foundation (also at record shops). 16mm film version of the TV special available for schools.

Instructional Aids
David C. Cook Publishing Company
School Products Division
Elgin, IL 60612

"The American Woman's Role—Yesterday and Today"—A set of sixteen 12" x 17" color pictures with accompanying 32-page manual. Dramatizes the

past achievements of American women and focuses on opportunities for women's total involvement in America's future. Recommended for grades 4-8.

Exploring Childhood Program
Education Development Center
55 Chapel St.
Newton, MA 02160

"We Are a Family"—A poster of many types of non-nuclear, multi-racial, multi-ethnic families.

F.R.E.E. (Feminist Resources for Equal Education)
Box 185
Saxonville Station
Framingham, MA 01701

"Resource Photos of Women in Community Jobs"—A set of eight 8" x 10" black and white photos. Especially good because it depicts clearly recognizable community jobs such as milk deliverer, letter carrier, police officer and bus driver.

"Resource Photos of Women in Professional Roles"—Similar to the "Resource Photos of Women in Community Jobs" with eight 8" x 10" black and white photos. This set is not quite as good because some of the professions are a bit hard to define, e.g., a politician and a computer programmer, but others, such as a judge and a potter, are fine. Both sets are inexpensive and valuable resources.

Fundamentals
P.O. Box 263
South Pasadena, CA 91030

"Robot"—A non-sexist version of the "Old Maid" card game. The cards depict women and men in counterpart work roles and clothing.

Instructo Corporation
Paoli, PA 19301

"Home and Family"—Twenty-four pictures of family members in a variety of situations. Included images of family members of various ages and from different racial groups. Men are shown interacting with children in a nurturing manner.

Scott, Foresman and Company
99 Bauer Dr.
Oakland, NJ 07436

"Mothers Do Many Kinds of Work"—Posters of women engaged in several work situations. Free.

Women in Sports
c/o Pat Kuess and Cathy Cade
2103 Emerson St.
Berkeley, CA 94705

"Women in Sports"—A set of six 8½" x 10½" black and white photos depicting women and girls engaged in active sports. Shots include a weight lifter, a gymnast, a javelin thrower, a batter, two judo players and sprinters.

Women's Action Alliance, Inc.
Non-Sexist Child Development Project
370 Lexington Avenue
New York, NY 10017

"My Family Play People"—Black and white family groups contain two parentage people, two older people, one teen-ager, and one small child. Allows children to reflect their own family reality rather than confining them to the nuclear or all-white family normally found in children's materials. Heavy cardboard full color back and front views with plastic stands. (Produced by Milton Bradley.)

"Our Community Helpers Play People"—Male and female letter carriers, construction workers, doctors, nurses, police officers and business executives. Heavy cardboard, full color back and front views with plastic stands. (Produced by Milton Bradley.)

"Community Careers"—Twenty-seven multi-ethnic figures of men and women dressed in clothing appropriate to their jobs. Also contains reading words which are non-sexist such as "repair person." (Produced by Instructo Corp.)

"Play Scenes Lotto"—A photographic color lotto depicting both girls and boys in active play. Contains four playing boards with six photos on each plus matching cards. Multi-racial and non-sexist. (Produced by Milton Bradley.)

"People At Work"—This set consists of twenty-four 8" x 10" black and white photos of people at work. Men and women have been photographed on location doing their jobs. An effort has been made to find as many non-stereotyped workers as possible. (Produced by Instructo Corp.)

"Resource Photos of Men in the Nurturing Role"—This set consists of eight 8" x 10" black and white photos of men interacting with young children. There are fathers, grandfathers, and men who work with children as teachers and pediatric nurses. Also included is a poster featuring a grandfather and granddaughter in a group of sequential photographs involving playing with grandpa's hat. This poster is ideally suited to a variety of language arts activities. Photographs by Jim Levine. (Produced by Women's Action Alliance, Inc.)

Puzzles, Games and Dolls

Childcraft
20 Kilmer Road
Edison, NJ 08817

"Childcraft Nurturing Puzzles"—Eight 9" x 12" multi-racial silk-screened wooden puzzles depicting men in nurturing roles; 4-10 pieces per puzzle.

Fisher of America, Inc.
Montclair, NJ 07042

"Caleb"—A black boy doll dressed like the typical 4- or 5-year-old at play. Not anatomically complete, but at least he's an adequate role model for little boys.

Judy Puzzles
250 James Street
Morristown, NJ 07960

"Occupational Series"—Thirteen wooden puzzles depicting women in a variety of roles, including some of which are non-traditional. Puzzle series contains both black and white figures.

"The City"—A 2' x 3' heavy plastic-coated cardboard puzzle consisting of 20 pieces. Depicts a big city scene with people working and going about their daily chores. Puzzle shows images of black and white people and some women in non-traditional jobs.

"The Park"—Similar in size, materials and difficulty to "The City" puzzle except this item shows black and white people in a park setting. Includes a woman selling balloons and men caring for young children.

"Safety"—A 2′ x 3″ heavy plastic coated cardboard puzzle consisting of 15 pieces. Depicts street scene emphasizing steps to health and safety such as crossing at the crosswalk and discarding litter in trash basket. A poster of the same scene is also available on 2′ x 3′ plastic-coated paper.

"The Doctor"—Similar in size, material and difficulty to "Safety" puzzle. Depicts the scene in a medical center. Also available in poster version.

Mattel
2 Penn Plaza
New York, NY 10001

"Baby Brother Tender Love"—An anatomically complete male doll available in black and white versions. A soft cuddly doll that will encourage nurturing play. Its realistic representation of the male body will cease anxieties raised in young boys upon seeing "incomplete" boy baby dolls.

Magazines

In addition to commercial items, the teacher can fine materials for planning curriculum and to use in the classroom program in various trade magazines. Listed below are two educational magazines in which we found examples of non-sexist activities for the classroom.

Instructor — The magazine runs, as a regular feature, an early childhood section entitled "All About ..." focusing on people at work. Males and females are featured in each month's description of a particular occupation. For example, the article in the March, 1978 issue—"All About ... the Doctor"— is illustrated with pictures of female and male doctors with the text in describing what jobs they do. "She" and "he" are used interchangeably to refer to both doctors and patients.

Teacher — Herbert Kohl's "Insight" column contains very good suggestions for classroom activities, many of which are non-stereotyped. He has also featured the issue of non-sexism in several articles, most notably in "Homemade Stereotypes" (October 1974), which offers suggestions for eliminating some of the stereotyped behavior children bring with them when entering school.

Annotated Bibliography of Non-Sexist Picture Books

Birnbaum, Al. *Green Eyes*. New York: Western Publishing Co., 1953. All about a cat's first year of life. A story of growth and changing seasons.

Blook, Charles L. and Link, Martin, illustrated by Nancy Winslow Parker. *The Goat in the Rug*. New York: Parents' Magazine Press, 1976. A delightful story of how wool goes from goat to rug that gives a picture of a weaver's skill. The weaver is a Navajo woman who does traditionally valued work. The story needs some editing because there is an unfortunate comment about the women's Anglicized name being easier to say than her Indian name. Also, the star of the story is really the goat instead of the skilled weaver.

Brenner, Barbara, photographs by George Ancona. *Bodies*. New York: E.P. Dutton, 1973. All kinds of bodies doing all kinds of things. It shows boys and girls in the nude and on the page showing bodily functions, it has a photo of a small boy on the toilet. A real breakthrough book!

Brownstone, Cecily. *All Kinds of Mothers*. New York: McKay, 1969. An interracial book showing mothers who work both outside and inside the home. The common thread is their love for their children.

Burton, Virginia Lee. *Katy and the Big Snow*. Boston: Houghton Mifflin, 1943. Katy is a tractor who is strong enough to plow out an entire snowed-in city.

Cohen, Miriam, illustrated by Lillian Hoban. *Will I Have a Friend?* New York: Macmillan, 1967. A little boy on his first day at a child-care center asks his father if he will find a friend at school. He begins the day feeling uncertain, but by the time he leaves, he's found many friends and feels more secure. He shows that boys have feelings of uncertainty and that fathers can, and often do, play active roles in their children's lives.

Ehrlich, Amy, paintings by C.A. Porker. *Zeek Silver Moon*. New York: Dial Press, 1972. This exquisitely illustrated book shows the spontaneous affection and humor between father and child. Zeek's father makes him a cradle and sings him a lullaby he made up.

Eichler, Margrit, illustrated by Rev. Magennis. *Martin's Father*. Chapel Hill: N.C., Lollipop Power, 1971. This very simple story is about a nurturing father. It shows Martin and his father performing all the housekeeping tasks essential to daily life as well as enjoying play situations together. Although it never specifically states that no mother is present in the family, it can be used as a story with which one-parent children can identify. The fact that the nurturing parent in this case is the father makes this book a fine addition to a non-sexist booklist.

Felt, Sue. *Rosa-Too-Little*. New York: Doubleday, 1950. A story of competence and achievement with a little girl as the main character. Rosa wants a library card and has to learn to write her name to get one. She perseveres all summer. Since Rosa is Hispanic, it has the added attraction of being a success story about a minority child.

Gaeddert, Lou Ann. *Noisy Nancy Norris*. New York: Doubleday, 1965. Nancy is inventive and noisy. She finds out her noisiness is not always appreciated.

—. *Noisy Nancy and Nick*. New York: Doubleday, 1970. Noisy Nancy and her new friend, Nick, explore the noisy city together.

Gauch, Pat, drawings by Shimeon Shemin. *Grandpa & Me*. New York: Coward McCann and Geoghegan, 1972. A young boy recounts his intimacy with his grandpa and their shared love of nature.

Goldreich, Gloria, and Goldreich, Esther. *What Can She Be?* New York: Lothrop, Lee & Shepard, 1972. A veterinarian. Photographs show a female veterinarian taking care of animals in her hospital. Two other "What Can She Be?" books portray the work of a broadcaster and a lawyer.

Goodyear, Carmen. *The Sheep Book*, Lollipop Power, Inc., North Carolina, 1972. A story of a farmer and *her* sheep. About life and the changing seasons on a California farm.

Grant, Anne, illustrated by Pat Howell. *Danbury's Burning! The Story of Sybil Ludington's Ride*. New York: Henry Z. Walck, Inc. (Division of David McKay Company, Inc.), 1976. The story of a strong, courageous and able sixteen-year-old woman who should be as widely known for her historic ride as Paul Revere. The book is beautifully illustrated in pastel colored drawings and black and white pictures.

Hazen, Nancy. *Grown-Ups Cry, Too.* Chapel Hill, NC: Lollipop Power, Inc., 1973. A simple explanation of the kinds of experiences, both sad and happy, that make men and women and boys and girls cry.

Hoban, Lillian. *Arthur's Pen Pal*. New York: Harper and Row, 1976. In this "I Can Read Book" Arthur thinks he would rather be related to his pen pal, who can Indian wrestle and do karate, than to his little sister, who beats him at skip rope. When Arthur discovers who his pen pal is he learns to appreciate his younger sister and he learns that rope skipping is a skill too. Arthur and Violet are cared for by a babysitter, a very rare character in children's books.

Kantrowitz, Mildred, illustrated by Nancy Winslow Parker. *Willy Bear*. New York: Parents' Magazine Press, 1976. A little boy works through his anxieties about growing up and his first day of school with his teddy bear. Shows that little boys have fears too and how a stuffed animal can help them resolve these fears.

Kaufman, Joe. *Busy People and How They Do Their Work*. New York: Golden Press, 1973. Although the ratio of jobs is five male and three female, two of the female jobs are non-stereotyped. All of the job descriptions are simple and accurate. While not everything in this book is non-stereotyped, there are pictures of a boy and girl roller skating together, male and female telephone operators, and male and female postal workers.

Klagsbrun, Francine (ed.). *Free To Be You and Me*. New York: McGraw-Hill, 1974. While many of the stories may be too old for preschoolers, the book contains the music for all the songs on the record. Young children will also enjoy some of the poems.

Leaf, Munro, illustrated by Robert Lawson. *The Story of Ferdinand*. New York: Viking, 1936. This classic story is about a non-stereotyped bull! He is gentle, quiet, peace loving, and fond of flowers. He does not like to fight, charge, or roar, but he is still a great bull. It is a fine non-sexist book because it subtly criticizes prescribed roles. Also available with Spanish text.

Mack, Nancy, photography by Heinz Kluetmeier. *Tracy*. Chicago: Children's Press (dist.), 1976. A photographic story of an elementary-school-age girl who is in a wheelchair due to cerebral palsy. The emphasis is on the things she can do and the therapy sessions she attends after school. Tracy attends a mainstreamed school. Although she is about ten years old, the text is suitable for preschool children.

Maury, Inez, illustrated by Lady McCrady; translated into Spanish by Norah E. Alemany. *My Mother the Mail Carrier/Mi Mama la Cartera*. Westbury, New York: The Feminist Press, 1976. A story with many timely themes. Lupita is the daughter of a single mother who works as a mail carrier. She is proud of her mother's career and has career aspirations of her own. The story is urban, humane and

brings up issues of feminism in a non-doctrinaire manner that makes it fun to read.

Merriam, Eve, illustrated by Beni Montresor. *Mommies at Work*. New York: Knopf, 1961. A good book about mothers who work outside the home. It has a positive tone and combines well the homemaking and career qualities of women. It also depicts many interesting jobs held by women.

——, illustrated by Harriet Sherman. *Boys & Girls, Girls & Boys*. New York: Holt, Rinehart and Winston, 1972. Though by the same author, this book is not as successful as *Mommies at Work*. It has merit in that it shows boys and girls who are friends with each other; it depicts children of several ethnic groups; and it shows children with a wide variety of interests that are not sex-typed. The illustrations are often crowded and confusing, and at times the drawings of children are almost grotesque. However, it shows both boys and girls hugging soft toys in bed, catching bugs and worms, and helping with household chores.

Miles, Betty, and Blos, Joan. *Just Think*. New York: Knopf, 1971. Shows mothers who work outside the home, fathers enjoying their children, girls in action, and many other realistic and exciting facts of life.

Newfield, Marcia, illustrated by Diane de Groat. *A Book for Jodan*. New York: Atheneum, 1975. Jodan's mother and father divorce and Jodan and her mother move far away. Her father helps her keep the close relationship they have had by making her a book of the things they've shared and his comments to her. A very sensitive treatment of how the separation from a loved one effects children and what can be done to ease the pain.

Pellet, Elizabeth; Osen, Deborah K.; and May, Marguerite P. *A Woman Is ...* Walnut Creek, CA: Aardvark Media Inc., 1974. This picture book of color photos tells in poetic form what a woman is by describing some of the many roles women fill. Women and girls are pictured as mother, artist, pilot, athlete and scientist, to mention a few. The last page has blank spaces for the reader to fill in what she or he feels a woman is. There is excellent representation of various racial and ethnic groups, especially the usually absent image of the Asian American woman. (For information on where to get a copy, write: Aardvark Media, Inc., 1200 Mount Diablo Blvd., Walnut Creek, CA 94596.)

Peterson, Jeanne Whitehouse, pictures by Deborah Ray. *I Have a Sister – My Sister Is Deaf*. New York: Harper & Row, 1977. A sensitive story told by an older sister about her younger sister, who is deaf. Shows how many things the deaf child can do and subtly describes her heightened senses, which often compensate for her lack of hearing. The book also clearly states that the deaf sister cannot experience many things because of her handicap. A balanced, straightforward story.

Reavin, Sam. *Hurrah for Captain Jane*. New York: Parents' Magazine Press, 1971. While in the bathtub, Jane fantasizes about being the first woman captain of an ocean liner.

Schick, Eleanor. *City in the Winter*. New York: Macmillan, 1970. Jimmy stays with his grandma while his mother goes to work. They spend a long snowbound day together doing a variety of things, such as cooking soup, making a barn out of a box, and feeding the birds.

Scott, Ann Herbert, drawings by Glo Coalson. *On Mother's Lap*. New York: McGraw-Hill Book Company, 1972. A beautifully done picture book for very young children. An Eskimo boy shares his mother's lap with his baby sister and several toys, including his doll.

Simon, Norma, pictures by Joe Lasker. *All Kinds of Families*. Chicago: Albert Whitman & Co., 1976. A warm look at the many kinds of families that exist in

contemporary America. Stresses people caring for each other, depicts a variety of ages and a fairly broad spectrum of racial and ethnic groups.

Sonneborn, Ruth. *I Love Gram*. New York: Viking, 1971. A sensitive story about a young girl's love for her grandmother and her fear and sense of loss when Gram gets sick and is hospitalized. It is also the story of a minority home, headed by a working mother.

Surowieck, Sandra Lucas. *Joshua's Day*. Chapel Hill: N.C., Lollipop Power, 1972. Joshua lives in a one-parent home. His mother, who is a photographer, drops him off each morning at a day-care center, where he interacts with boys and girls.

Thayer, Jane. *Quiet on Account of Dinosaur*. New York: Morrow, 1964. A fanstasy about a little girl who finds a dinosaur on the way to school. She learns so much about dinosaurs that she grows up to be a famous scientist.

Van Woerkom, Dorothy, illustrated by Paul Galdone. *The Queen Who Couldn't Bake Gingerbread*. New York: Knopf, 1975. An amusing retelling of an Old German fairy tale. Both the king and the queen learn about choosing a mate for her or his inner qualities rather than looks. They also learn to do for themselves and to be considerate of each other.

Waber, Bernard. *Ira Sleeps Over*. Boston: Houghton Mifflin, 1972. Ira would like to take his teddy bear to his first sleepover but is afraid his friend will think him a baby. When Reggie takes his teddy bear out of a drawer, Ira goes home (next door) to get his too. Shows that boys also need the comfort of stuffed animals.

Wikland, Ilon. *I Can Help Too!* New York: Random House, Inc., 1974. A nice picture book for a toddler done in durable cardboard with a plastic spiral binding. The toddler, whose sex is not readily identifiable, is shown doing simple chores and activities that a young child of four or five could very successfully carry out.

—. *See What I Can Do!* New York: Random House, Inc., 1974. Another Wikland book of the same construction as *I Can Help Too!* The child in this book is about 2 years old and is pictured carrying out activities appropriate for a child of this age. It highlights activities such as taking off one's socks and using the potty, which is a good way to begin to help children develop a feeling of confidence in their abilities.

Wolde, Gunilla. *Betsy's Baby Brother*. New York: Random House, Inc., 1975. Betsy learns what it is like to have a younger brother. Colorful line drawings show baby brother being breast fed and Betsy helping to change his diapers. Little brother is anatomically complete. A positive story of sibling interaction that is real and natural.

—. *This Is Betsy*. New York: Random House, Inc., 1975. The first of the Betsy books, which introduces the reader to a little girl much like the ones found in anyone's family. Tells about the times when Betsy is acting according to adult expectations and the other times when she's doing what she really wants to do.

—. *Tommy Goes to the Doctor*. Boston: Houghton Mifflin, 1972. Tommy does to his teddy bear what his doctor (a woman) does to him.

—. *Tommy and Sarah Dress Up*. Boston: Houghton Mifflin, 1972. Two very young friends have a fine time dressing up and trying on both male and female clothing.

Yashima, Taro. *Crow Boy*. New York: Viking, 1955. Another classic children's book, which belongs on every non-sexist list. *Crow Boy* deals with the feelings of a young boy, a subject not usually dealt with in stories for young children. Chibi is the butt of all the class jokes for six years in elementary school until a male teacher takes the time to discover his uniqueness as a person. By letting Chibi display his unusual talent, he helps the children to realize that they never bothered to find out what kind of person Chibi was, just because he was a little different. A further asset of *Crow Boy* as a non-sexist book is that it is set in

another culture, rural Japan. It also teaches the appreciation of difference. Best for children five years and older.

Young, Miriam. *Jellybeans for Breakfast*. New York: Parents Magazine Press, 1968. Two little girls imagine all the fantastic things they will do someday, including going to the moon.

Zolotow, Charlotte, pictures by Ben Schecter. *The Summer Night*. New York: Harper & Row, 1974. A gentle story of a nurturing father and his little girl. When she can't go to sleep on a warm summer night, her dad figures out all sorts of ways they can enjoy themselves.

—, illustrated by William Pene Du Bois. *William's Doll*. New York: Harper & Row, 1972. This well-written book is outstanding for both the quality of its language and its message. It is about a boy who wants a doll to nurture, and about the reactions of his family and friends to his request. When the grandmother explains to William's father her reason for buying William the doll he wants, she gives a moving account of the importance of the development of gentle and nurturing qualities in prospective fathers.

Bibliography

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Women on Words and Images. *Dick and Jane as victims*, P.O. Box 2163, Princeton, New Jersey.
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Training Resources

Audio-Visual Materials

CRM McGraw-Hill Films
110 15th Street
Del Mar, CA 92014

Sex-Role Development — This film gives an overview of the ways sex-role stereotypes are perpetuated and shows how a set of parents and a preschool program are trying to provide children with non-sexist alternatives. 22-minute, 16 mm color film, 1974, rental price: $36 (for 1-4 days); sale price: $305.

Resource Center on Sex Roles in Education
1201 16th Street, NW — Rm. 701
Washington, DC 20036

Images of Males and Females in Elementary School Textbooks — Documents differential treatment of males and females in math, science, reading and social studies texts, grades 1-6. Comes with booklet summarizing findings of the study and suggesting actions to be taken by teachers, administrators, parents and students. Film guide booklet can be ordered in bulk; 45-minute slide presentation with synchronized cassette tape and script, 1974; rental: $10 plus shipping costs; sold by the Feminist Press (see distributor's list) — $200 for individuals and $250 for institutions.

Third Eye Films
12 Arrow Street
Cambridge, MA 02138
(The following two films were developed by the Non-Sexist Child Development Project of the Women's Action Alliance, Inc., with funds from the USOE Women's Educational Equity Act Program. Produced by Jamil Simon Productions.)

The Sooner the Better: Non-Sexist Education for Young Children — A film which depicts non-sexist preschool classrom practices. Shot on location in schools from Boston to San Diego, it has a truly multi-racial tone. Excellent for pre-service teacher training programs and for parent education courses at the high school level. A study guide and classroom checklist handout provides material for in-depth discussion of the points illustrated by the film. 27-minute, 16 mm color film, 1977; rental price: $40; sale price: $375.

The Time Has Come: An Approach to Non-Sexist Parenting — A complementary film to *The Sooner the Better*. This film is designed for parents and depicts and discusses non-sexist child rearing. Filmed on location in cities from Boston to San Diego, it too is multiracial and has a soft approach and encouraging tone. Suitable for parent discussion groups and as a training aid in how to work with parents. Also useful for parent education programs at the high school level. 23-minute, 16 mm color film 1977; rental price: $35; sale price: $300.

University of California
Extension Media Center
Berkeley, CA 94720

Changing Images — Confronting Career Stereotypes — The films shows 3rd and 4th graders at work as they challenge career stereotyping. Children discuss football players, nurses, family activities, etc. 16-minute, 16 mm black & white film, 1975; rental price: $17; sale price: $200.

Hey What About Us? — Illustrates sex-role stereotyping of physical activities

in elementary school settings. Can be used with students from 3rd grade up. 15-minute, 16 mm color film 1974; rental price: $17; sale price: $200.

I Is for Important — Illustrates sex-role stereotyping in social interaction and emotional expression. Situations involve children from grades K through 8. 12-minute, 16 mm color film 1974; rental price: $15; sale price: $160.

Women's Action Alliance, Inc.
Non-Sexist Child Development Project
370 Lexington Avenue
New York, NY 10017

A Non-Sexist Curriculum for Early Childhood — This filmstrip/slide presentation was developed and produced by Ann-Marie Mott and Sally Smith of the Educational Alliance Day Care Center. These two teachers, who participated in the field testing of the original Non-Sexist Child Development Project curriculum program, have turned their pictorial anecdotal records of what happens when teachers introduce children to non-sexist curriculum into an inspiring audio-visual account. 20-minute filmstrip or slide available with cassette tape and/or script, 1976. Rental price: slide/cassette (or script) — $25 (plus $4.00 handling charge); filmstrip/cassette — $10; sale price: slide/cassette (or script) — $200; filmstrip/cassette — $20.

Women on Words and Images
Dept. N
P.O. Box 2163
Princeton, NJ 08540

Dick and Jane as Victims: Sex-Role Stereotyping in Children's Readers — Results of a research project on sexism in children's reading texts, presented in dramatic visual form. Images of the way readers represent the stereotyped role of young and adult males and females. A booklet by the same title provides the rationale, procedure and findings of the study. 30-minute slide presentation with synchronized cassette tape and script, 1976 revised expanded edition; rental price: $35 plus postage and handling; sale price: $300.

Educational Programs

From Dreams to Reality
Program Department
Girl Scouts of the U.S.A.
830 Third Avenue
New York, NY 10022

From Dreams to Reality: A Career Awareness Exploration Project — An excellent program of career education activities for young girls that includes packets on five areas of the world of work, covering careers in health, arts/communication, science/business/technology, social/personal services and careers out of doors. Each packet includes a set of career cards and a booklet of activities. The career cards describe representative jobs and present information about the type of work required through interview of a woman on the job. The booklets contain outlines for activities that provide information about representative jobs, help young girls gain a realistic understanding of the effect working will have on their other possible roles (as student, wife, mother, single woman, etc.) and resources for gathering more information. There is an attempt to include women from different racial and ethnic backgrounds on the career cards. This program was designed for Cadettes and Senior Scouts and is suitable for ages 12-16. A similar program of activities suitable for Brownies and

young Scouts is also available. Check the above address for information.

Project Equality
DL & Associates
29638 41st Place South
Auburn, WA 98002

Project Equality, L.L. Glennon, Director — A set of non-sexist career education materials that include: Outlines of lesson plans for task simulation activities; pictures of job situations; outlines of lesson in career education; filmstrip — cassette presentation on selected occupations; a directory of speakers on careers (from the Washington area only); a resource list and media display kits. For more detailed description and prices, write for an order form and free Potpourri.

Women's Studies Program Office
Berkeley Unified School District
1720 Oregon Street
Berkeley, CA 94703

The House That Jill and Jack Built. Susan Groves, Project Coordinator — Manual of instructions for equipping and buying supplies for a carpentry program; contains outlines of carpentry lessons and non-sexist stories which when combined form a unit to develop a non-sexist introduction to carpentry as a career. The manual also includes a list of supplementary resources and pictures of children involved in carpentry work. Note: See also the Bibliography (preceding section), Barbara Sprung's *Non-Sexist Education for Young Children.*

Curriculum Centers

EDC (Education Development Center, Inc.)
Women's Educational Equity Act Dissemination Center
55 Chapel Street
Newton, MA 02160

EDC is contracted by the Women's Educational Equity Act Office to disseminate the materials and programs developed by Women's Educational Equity Act Program grantees. These materials cover a broad range of interests and age levels including training and/or program suggestions for early childhood.

Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education
1201 16th St., N.W. — Rm. 701
Washington, DC 20036

A national Center for the dissemination of information on non-sexist education, K-12.

Women's Action Alliance, Inc.
Non-Sexist Child Development Project
370 Lexington Avenue
New York, N.Y. 10017

A national clearinghouse on non-sexist early childhood education offering workshops, consultation, curriculum development, non-sexist and multi-racial materials, information.

Publishers of Non-Sexist Children's Books

All of Us, Inc.
Rt. Box 128
Monmouth, OR 97361

Before We Are Six
15 King St., N.
Waterloo, Ontario
Canada

Canadian Women's Education Press
305-280 Bloor St., W.
Toronto, Ontario
Canada

The Feminist Press
Box 334, SUNY
Old Westbury, N Y 11568

Non-sexist books, bibliographies, resource booklets, curriculum materials and the like. Excellent resource for elementary, high school and adult feminist materials. Especially useful is a recently revised publication, *Feminist Resources for Schools and Colleges: A Guide to Curricular Materials* by Merle Froschl and Jane Williamson.

Grey Falcon House
60 Riverside Drive
New York, NY 10024

Joyful World Press
468 Belvedere St
San Francisco, CA 94117

Kids Can Press
P.O. Box 5974
Postal Station A
Toronto, Ontario
Canada

Lollipop Power
P.O. Box 1171
Chapel Hill, NC 27514

Publishers and distributors of low-cost, non-sexist paperback picture books. Many excellent titles. Write for listing. They write exclusively for young children.

New Seed Press
P.O. Box 3016
Stanford, CA 94305

Over the Rainbow Press
P.O. Box 7071
Berkeley, CA 94707

Book and Toy Distributors

Academy Press Limited
360 No. Michigan Avenue
Chicago, IL 60601

A publishing company that has printed several publications on non-sexist education. Of special note: *The Liberty Cap: A Catalog of Non-Sexist Materials for Children* by Enid Davis — directory of more than 1,000 book, record, and film reviews. Also, contact Enid Davis, 1050 Newell Road, Palo Alto, CA 94303, for back issues of the newsletter from which this directory was compiled.

Child's Play
226 Atlantic Avenue
Brooklyn, NY 11201

One of the best collections of non-sexist children's books to be found.

Gryphon House
P.O. Box 274
Mt. Rainer, MD 20822

They distribute an excellent collection of high quality children's books, many with non-sexist and multiracial titles. The new catalogue has an Author/Title Index and a Subject Area Index. Under the Subject Area Index are subheadings of books on topics such as handicapped children, black children, girls, single parents families/adoption, etc.

Learn Me, Inc.
642 Grand Avenue
St. Paul, MN 55105

They carry a variety of high quality educational materials that have been screened for sexism and racism in addition to non-sexist, multiracial books. Write for their catalogue to order by mail.

Toys That Care and Other Items, Inc.
P.O. Box 81
Briarcliff Manor, NY 10510

A distributor of educational materials. They also offer consultation services.

Training Manuals

Various manuals have been developed to help teachers and administrators deal with the issue of sexism in their particular classrooms and schools. Most of these manuals are geared toward elementary teachers and classes. They contain statistical information useful to illustrate the distinction between male and female roles in this society; actual exercises to be used in workshops; suggested activities for classroom use or training sessions; and a listing of references. Although no one program focuses on early childhood exclusively, much of the material can be adapted to the preschool situation.

Feminists Northwest
5038 Nicklas Place, NE
Seattle, WA 98105

Feminists Northwest. *Project Awareness: A Multi-State Training Program Addressing Sex Discrimination Issues in Education,* 2nd printing. Olympia, WA: Project Awareness, 1977.

Girl Scouts of the U.S.A.
830 Third Avenue
New York, NY 10022

Girl Scouts of the U.S.A. *The Post Box Academy*. Volume VIII Number 3, fall, 1977. This packet contains useful background information for trainers such as statistics on changing behaviors and roles for women; and information for examining a person's own behavior. A trainer may want to use some of the materials as handouts or as discussion starters.

Media Services Printing
New York State College of Human Ecology
B-10 Martha Van Rensselaer Hall Cornell University
Ithaca, NY 14853

Cornell University. *Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators*. Ithaca, NY: Community Service Education Department, Cornell University, 1977.

New Pioneers Project
Department of Public Instruction
Education Building
Raleigh, NC 27611

Nickerson, Eileen T. et al. *Intervention Strategies for Changing Sex-Role Stereotpes: A Procedural Guide*. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1975

The Ontario Institute for Studies in Education
252 Bloor Street, West
Toronto, Ontario
Canada

Smith, Margot and Pasternak, Carol (eds.). *Breaking the Mold: Lesson Aid Plans to Explore Sex Roles K-8*. Ontario, Canada: The Ontario Institute for Studies in Education, 1977.

Women's Educational Equity Act Program Dissemination Center
Education Development Center
55 Chapel Street
Newton, MA 02160

Grant, Anne. *Venture Beyond Stereotypes: A Workbook for Teachers Concerned About Sex-Role Stereotyping* (part of the multimedia series. New York: New York City Board of Education, 1979.

Guidelines

Several publishers and educational groups offer guidelines to avoid sexist language and concepts in textbooks and other curricular materials. Unless otherwise noted these guidelines are free for the asking.

California State Board of Education
State Education Building
721 Capitol Mall
Sacramento, CA 95814

Guidelines for Evaluation of Instructional Materials for Compliance with Content Requirements for the Educational Code. Approved by the California State Board of Education June 13, 1975, prepared by the Curriculum Framework and Instructional Materials Selection Unit.

Harper and Row, Publishers
School Department
10 East 53rd Street
New York, NY 10022

Guidelines for Eliminating Stereotypes from Instructional Materials, Grades K-12.

Holt, Rinehart and Winston
School Department
383 Madison Avenue
New York, NY 10017

"Guidelines for the Development of Elementary and Secondary Instructional Materials: The Treatment of Sex Roles," 1975.

Macmillan Publishing Company, Inc.
866 Third Avenue
New York, NY 10022
"Guidelines for Creating Positive Sexual and Racial Images in Educational Materials." Limited availability.

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, N Y 10020
"Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications."

Science Research Associates, Inc. (SRA)
Department of Communications
259 East Erie Street
Chicago, IL 60611
"Fairness in Educational Materials: Exploring the Issues." In addition to the guidelines, SRA also distributes (free) a series of reprints on sex-role stereotyping. The name of the series is "SRA Helps You Handle Stereotyping." Two issues, numbers 5 and 7, deal specifically with early childhood.

Scott, Foresman and Company
99 Bauer Drive
Oakland, N J 07136
"Guidelines for Improving the Images of Women in Textbooks." Available on request.

The State Education Department
Division of Curriculum
Albany, N.Y. 12234
"Review Curriculum for Sexism."

Materials for Parents

Granger, Richard H., M.D. *Your Child from One to Six*. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1977.

A booklet on the growth and development of young children written for parents. It is generally positive and supportive of parents, while providing useful information for understanding child behavior and various aspects of a child's growth. Most important, the author uses non-sex-specific pronouns in referring to both parents and children. Therefore, it is not implied that mother is the sole child-care giver and it does not exclude female children. It should be a part of the center's library as a resource and reference for parents in the program. (See A.V. section for information on "The Time Has Come" and the list of suggested readings for references pertinent to parents.).

While preparing for and developing your training session it is always helpful to keep your eyes and ears open for materials that may serve as actual examples of sexist or non-sexist models. During the operation of the Project, the trainers were continually on the alert for newspaper stories, magazine articles, TV commercials, comments and incidences in their lives that related to the topic of the workshop. In addition, the Project coordinator and secretary clipped stories, articles and cartoons from local newspapers and magazines which were organized according to subject in a clipping file. Some of the articles were referred to during a workshop; some were used as handouts.